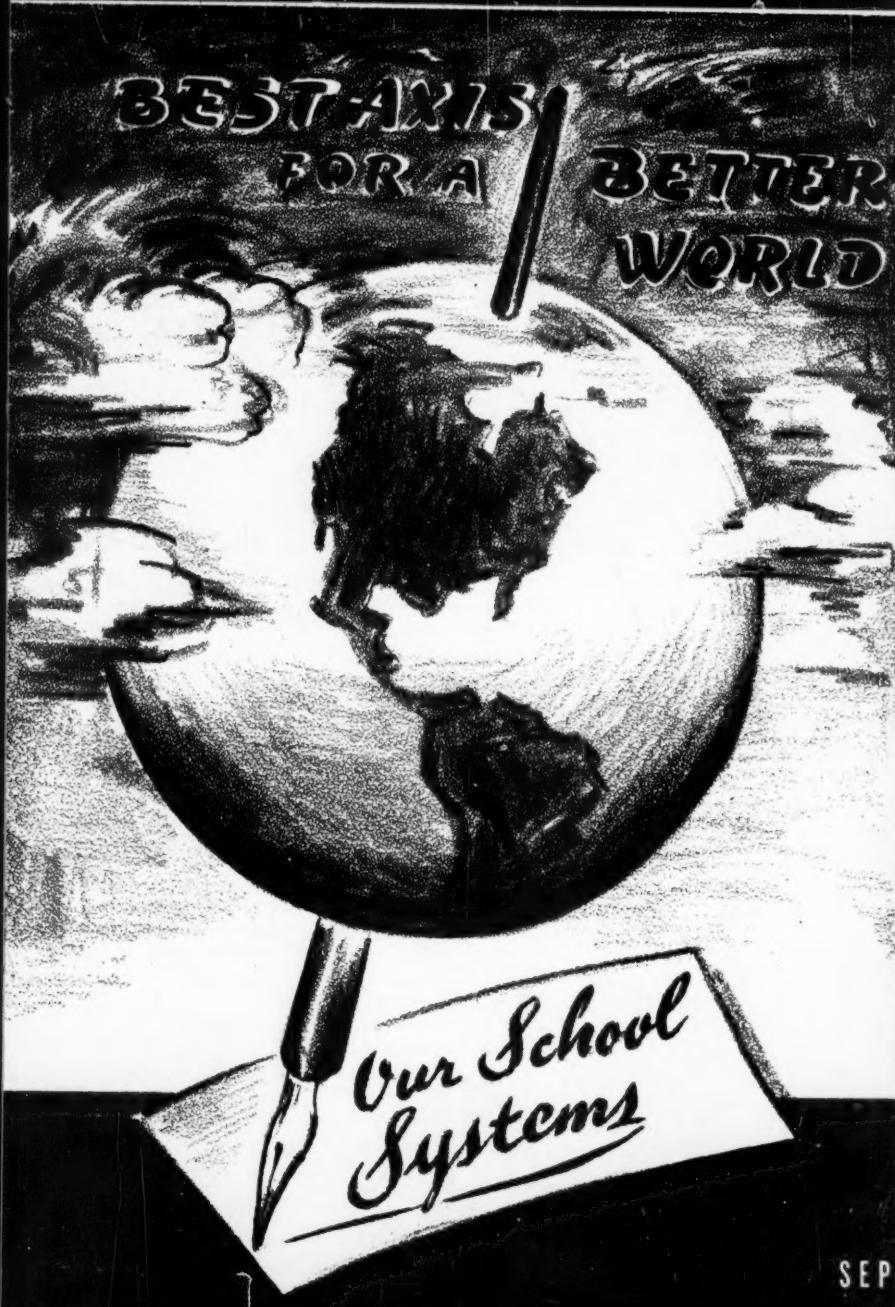


The School Executive



SEPTEMBER 1952

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The School Executive

SEPTEMBER 1952

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The

School Executive

Preview for October

We are happy to present in October another article by the versatile W. W. Caudill. Bill will talk to citizens through the pages of the green sheet on the subject: *Can a Functional School Building be Beautiful?* Mark it up as another Caudill "first." Dr. Cushman of Iowa State College describes a most interesting experiment with television. We need more such articles. Professor of Architecture C. T. Larson presents the result of a three-year experiment at the University of Michigan on structural materials for school buildings.

The planning section deals with an important problem too frequently overlooked. It is *Layouts for Central Office Space*. A group of distinguished architects present in words and drawings their views on this subject. Also, there are all the features and other articles, of course.

Sincerely
Walter D. Cocking

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By Walter D. Cocking

State Departments of Education

STATE departments of education were established to oversee and carry out various responsibilities of the states for education. In addition to these departments, other state officers and agencies having responsibilities for education are the governor, the legislature, and the state boards of education. State departments differ from these for the reason that the sole function of a state department of education is education, while for all other agencies, education is but one of their concerns.

As is well known, it became accepted early in our history that education is the function of the political states. There has been little deviation from this acceptance throughout our history. It is somewhat peculiar, then, that state departments of education have grown in strength so slowly, and, in a majority of the states, have exercised so little influence in the development of education. It is still true today.

State departments of education have had a somewhat checkered history. The chief functions of early state departments were to gather statistics on schools and to report status. Gradually administrative and supervisory duties were assigned, and these have tended to increase through the years. During the past 25 years, state departments of education have taken on maturity. In most states, the department has become a professional, non-political one. Appointment of personnel has been made upon the basis of professional competency. Indefinite tenure rather than appointment for a brief fixed period has become general. Salaries, while still low in most states, have tended to parallel those paid to administrative and supervisory personnel in local school systems. Appropriations by the legislature for the operation of the department have shown marked increases. The chief state school officer has come to be recognized both as the head of the state department and the state school system.

THE most important development in state departments of education, however, has been the evolving change in what they do. There is growing acceptance that the chief functions such a department should perform are: (1) to provide educational leadership for the state; (2) to provide service and assistance to local school systems; (3) to stimulate and carry on research; (4) to promote and participate in cooperative educational planning; and (5) to administer certain regulations, i.e., the certification regulations.

In earlier years, there was a tendency for many state departments to seek administrative power. Maybe

it was felt that prestige and influence could only be acquired through authority. In recent years, in many state departments there has come a refreshing emphasis on leadership and service. Many now believe, as I believe, that proper leadership and service make authority less and less necessary.

As I see it, a lessening of authority at the state level is most desirable. If it is to come about, however, two other conditions must prevail: (1) there must be a great strengthening of the leadership and service competencies and facilities of state departments; and (2) local school communities must demonstrate willingness to accept responsibility and provide competent leadership.

I AM sure that a majority of the students of state school administration will agree that we must avoid state domination and control of the schools. At the same time, we need to strengthen greatly the leadership, service, planning and research facilities of state departments of education. To accomplish these ends, which to some seem diverse, is always difficult. People generally, and professional educators in particular, need to study and think through the educational functions which should be performed at the state level. Thus far it has not been done. There has been a rather ready acceptance of the idea that education is a state function. Many have concluded therefore that education should be dictated at the state level. There are many laws on the statute books and many state board of education and state department regulations which seem to be based upon such a premise.

As I see it, education as a state function does not mean state control and domination. It does mean that the state has the obligation to provide excellent leadership and necessary services, including money, so that the communities in the state are enabled to provide and to administer necessary educational services.

To the alert and competent state department of education such functions serve as a challenge and incentive. I am greatly encouraged by the increasing number of state departments which are more and more accepting the functions outlined here as the basis for their procedure. Strong and outstanding leadership is to be found in greater measure in our state departments of education today than in any previous period. I am sure that in those states we will have increasing demonstrations that the best way for a state department to discharge its functions is through strong and virile leadership and through intelligent and competent service.

Important News!

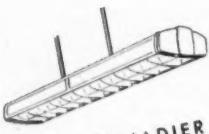
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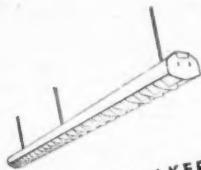
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Keynotes

Do We Have the Qualifications?

DURING THESE DAYS of local, national and international unrest, government at all levels is under constant scrutiny.

It is interesting to note that every time the chief administrative officer of a school district is under attack it is proclaimed that it is due to outside forces attacking our public schools. Has the time not come when we, as administrative officials, should look at our own record and determine whether or not our degree of competency as the chief administrative officer of our school district is at the same high level that we require of the teacher in the classroom?

What are the requirements of our post? In brief, it can be summarized as a requirement of two knowledges and three skills.

Knowledges:

Knowledge of the duties and responsibilities attached to the office of the Administrator.

Knowledge of the Education Code, rules and regulations, and policies governing the administering of a school district.

Skills:

Skill to instruct.

Skill to improve methods.

Skill to lead.

Every citizen must make decisions, but the administrator has an even heavier burden. He must be trained in analysis and in the capacity to bring knowledge to focus on decision. The administrator cannot ride fences and remain a leader. He must learn to make up his mind, to have a reason for the faith that is in him that he is on the right side and to be able to interpret and explain his decisions.

Without these knowledges and skills, the chief administrative officer may expect attacks upon our public schools throughout America by both those citizens who believe in public school education and by those who are less friendly to our program of education for all American youth.

Let us face the facts and learn our duties and responsibilities and carry them forth with courage. D. J. M.

Safeguarding Local School Control

A BY-PRODUCT of the increasing complexity of modern-day living is the threat of weakening a long-cherished American principle—local control of our schools. This principle must be preserved. The expanding needs of our youth and the growing demands on our schools require sufficient state standards to protect the

quality of educational programs and services, and state and federal financial, advisory, and informational assistance. It does not follow, however, that control in addition to the desired standards must accompany this assistance. Local control of the schools is the best guarantee of the continuation of a truly democratic society and government.

Public apathy toward the schools is not conducive to the continuation of local control. One by one the prerogatives of the local community may be transferred to some other agency without causing much protest. The recent wave of interest of citizens' groups in their schools is most healthy and encouraging. For a close relationship between the people and their schools, the continued existence of a governmental unit—usually called the school district—for the sole purpose of operating the schools, is essential.

Another safeguard against the loss of local control is the existence of strong local units. The failure of a school to provide desired and needed programs and services is an ever-present invitation to some other agency to provide them. The evolution of satisfactory local units which can furnish good programs of education will do much to keep control of the schools where it belongs—in the communities which they serve.

Freedom and Education

THE SOIL OF AMERICA has no special ingredient in it that makes it the land of the free. The water of our mountains which slake the thirst of millions contains no chemical magic which promotes freedom with its many facets. The sun from the East that ushers in our mornings, and the moon that softens the harshness of night confer upon America no favors not granted other lands. The glory of our hills, the magnificence of our waterways, the wide expanses of our fields and the bounty of our vegetation are duplicated or even surpassed, in part at least, in other regions where millions of human beings live. The air we breathe, up and up until, as one American youth wrote, you can reach out and touch the face of God, seems to have the same qualities over the land of the free as over the land of the enslaved.

Yet, this land of ours is the land of the free. Not the character of the soil, not the mystic qualities of its water, neither the heights of its mountains nor the quality of its sunshine has been the determinant. Freedom comes from the souls of men. The courage of men makes it a reality. The education of their children assures its continuity and permanence. It is intangible and yet existent. Once lost, it may take generations to find it again. If

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the tenets of freedom are not insistently maintained, our social order will wither on the vine. Only education and more education for all our people will ensure life and vigor for the freedoms that are ours.

N. L. E.

Ignorance in the United States

WE AMERICANS OFTEN TALK as if all of us in this country attended school and hence were at least educated to a degree. Of course, it just isn't so. It is true that there is a school in most communities but thousands never attend. The United States census of 1940 showed that more than five million children of school age were not in any school. It also showed that there were approximately ten million adults who were either illiterate or nearly so. Three million of these people had never been to school. The census also presented the tragic data that approximately 25 percent of our population in 1940 who were over 25 years of age had six years or less of schooling. Alonzo Grace points out that the selective service in World War II rejected the equivalent of 60 combat divisions because of low educational achievement.

We have a long way to go before we have attained the goal of universal education.

professors of educational administration are ineligible for membership in their associations of school administrators. Nor are they generally invited to attend meetings and conventions.

There is a \$4½ million ray of hope: The W. K. Kellogg grant. Perhaps with its aid we can end the ravishing of OUR professional schools.

D. R. D.

Education for All

ONE OF THE EDUCATIONAL PHENOMENA of the post-war period is the ever growing demand by adults for educational opportunity in their own communities. Apparently adults' appetites for continuing education are insatiable. Libraries, community forums, farm organizations, women's organizations and colleges, as well as public schools sponsor adult education programs. In this period of large and rapid growth, no one pattern of organization is discernible. Attention needs to be given both to organization and administration of these programs to prevent unnecessary duplication, to provide continuity, and to eliminate waste and expense. School administrators need to give adult education more consideration, and should take leadership in their communities to make sure that sound and practical programs are developed.

The Rape of Our Professional Schools

WHEN PUBLIC SCHOOL SYSTEMS are unjustly attacked, a great and anguished cry goes up from our administrators—and rightly so. But who is shedding a tear for our beleaguered professional schools? Or hadn't it occurred to you that they are worthy of one?

Look at the situation. In spite of the fact that strong and respected professions point with pride to their strong and respected professional schools, in this alleged profession of educational administration, here is what we find:

1. Indifference, sometimes approaching contempt, from too many administrators toward their professional schools.
2. Ditto from the academic hierarchy of the university.
3. If housing reflects status, our professional schools appear to be on the low end of the totem pole. Too frequently they are stuffed into worn-out buildings called "annexes"—or into cellars—or into what look like chicken coops.
4. Some deans aver that 60 percent or more of tuition fees collected from teachers and administrators go to support other higher status departments in the university. Apparently the victim is suffering from financial anemia.
5. With a few notable exceptions, professorial salaries and working conditions have lagged so seriously that only tired-out administrators and lusterless youths drool at current vacancies. Ask the deans. With \$5000 they must try to buy a Galahad in shining armour who is a hybrid of Einstein and Abe Lincoln—and who incidentally brandishes a scintillating Ed.D. What this profession needs is a few \$25,000-\$35,000 professorships to point the way.
6. This seems unbelievable, but actually in some states

Tolerance—Yes and No

WE HAVE HEARD in recent years fervent pleas for greater *tolerance* of the views and actions of others. I want to make a case for *intolerance*. There are some views and some actions which should not be tolerated. Most of us, I am sure, will never tolerate communism in any form. We want and need intolerance of dishonesty, failure of public trust, lack of virtue, disregard of law and the rights of others. The actions of the bully, the rabble rouser, the persistent breaker of law should never be tolerated by anyone, at any time, in any place. So while advocating and teaching tolerance, let's also teach the need of and place for intolerance.

Universal Standards for Teachers

WHILE THERE IS ROOM for a great deal of disagreement regarding what constitutes proper preparation for teachers, it would seem that there is at least one phase of it on which all might agree. Everyone would probably agree that a teacher should have a rich cultural background. They might also agree that four years of college work or its equivalent needs to be devoted to acquiring such a cultural background. The so-called professional phases of teacher preparation should be planned with the understanding that *all* teachers will acquire such cultural foundation. Teacher certification regulations of all states should provide and contain such a requirement.

Success Knows All Seasons

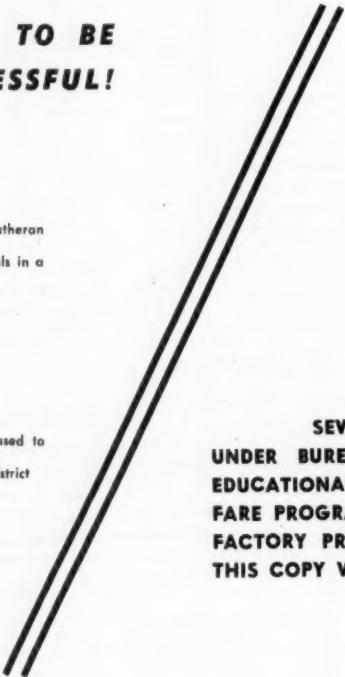
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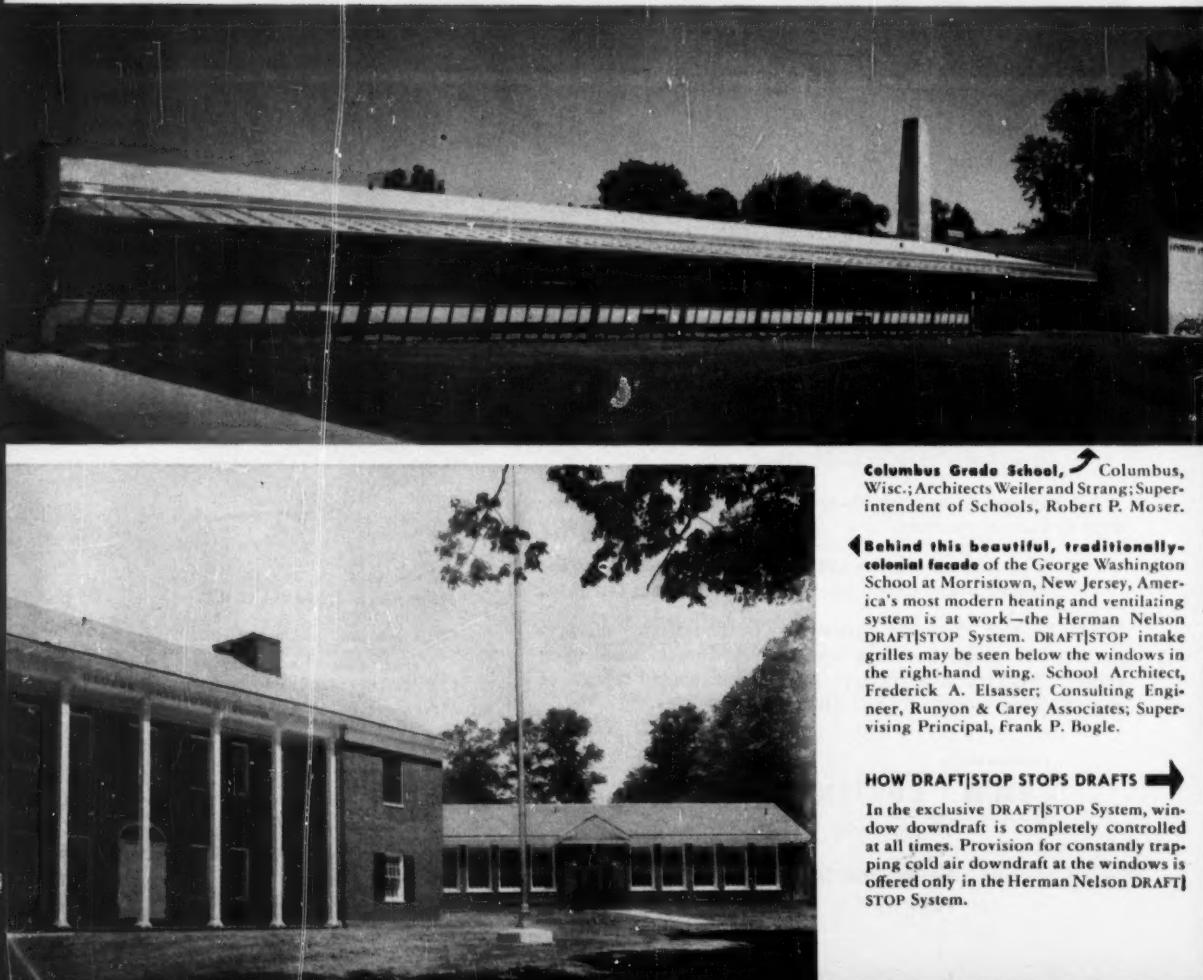
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"My remedy was to open windows, but that meant cold drafts. It always seemed too warm or too cool. Is it any wonder the children caught colds? Why, there were days when I sent home a third of the class because of sniffles. There were days when teaching was a sideline—the major problem was keeping the children awake and healthy."

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The Herman Nelson DRAFT|STOP System creates the perfect indoor climate for work and study. It should be part of your plans for a new school building or a modernization program. For further information, write Dept. SE-9, Herman Nelson Division, American Air Filter Company, Inc., Moline, Illinois.



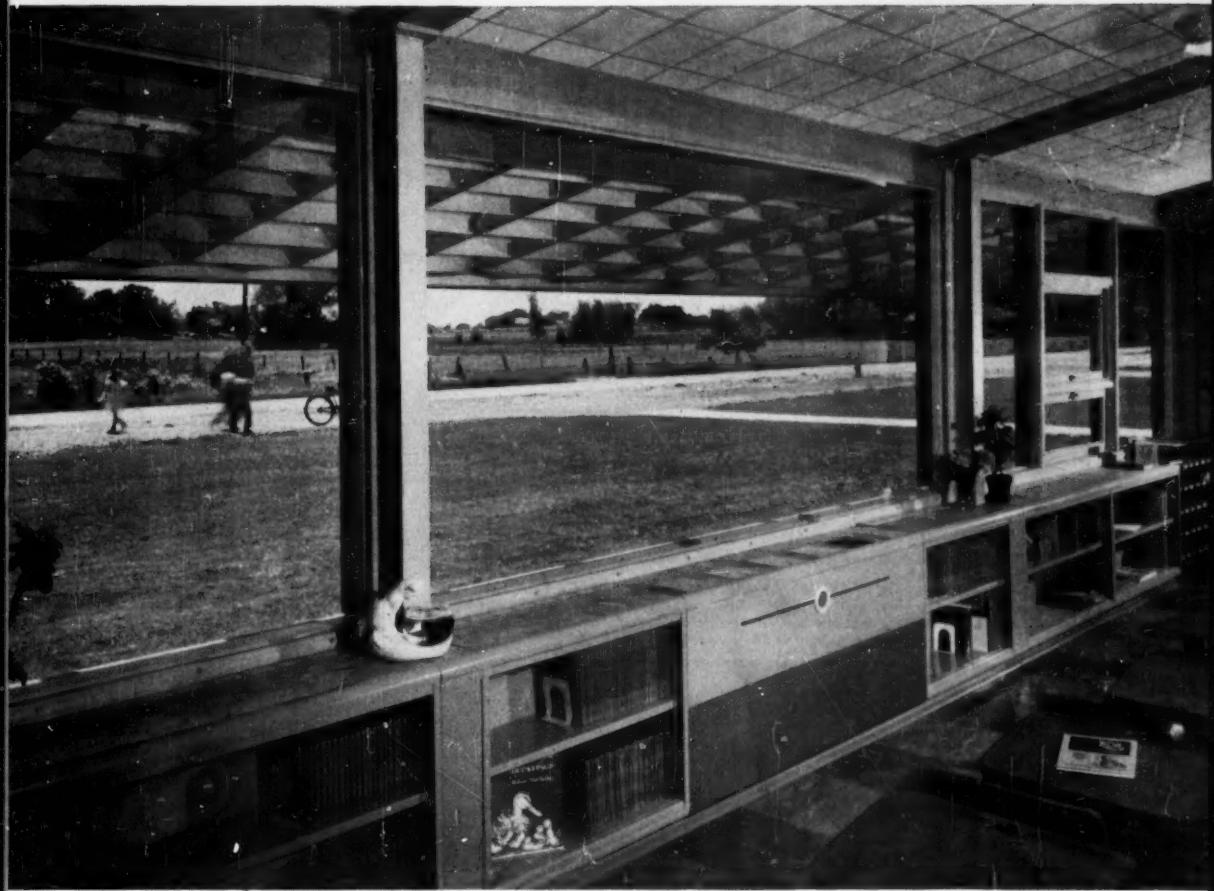
Columbus Grade School, Columbus, Wisc.; Architects Weiler and Strang; Superintendent of Schools, Robert P. Moser.

Behind this beautiful, traditionally-colonial facade of the George Washington School at Morristown, New Jersey, America's most modern heating and ventilating system is at work—the Herman Nelson DRAFT|STOP System. DRAFT|STOP intake grilles may be seen below the windows in the right-hand wing. School Architect, Frederick A. Elsasser; Consulting Engineer, Runyon & Carey Associates; Supervising Principal, Frank P. Bogle.

HOW DRAFT|STOP STOPS DRAFFTS ➤

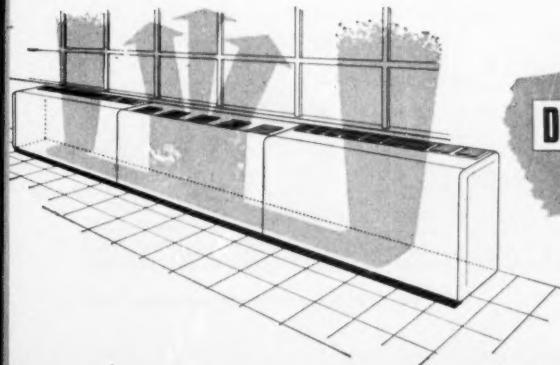
In the exclusive DRAFT|STOP System, window downdraft is completely controlled at all times. Provision for constantly trapping cold air downdraft at the windows is offered only in the Herman Nelson DRAFT|STOP System.

you about schoolrooms



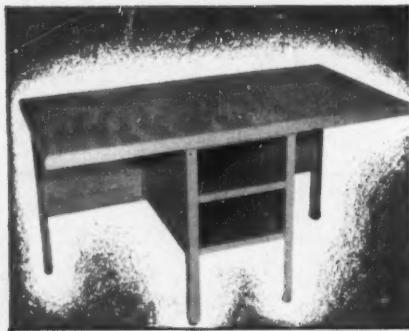
Columbus Grade School, Columbus, Wisconsin is an outstanding example of modern schoolroom design. From acoustically treated ceiling to colorful, resilient floor, from full-expansive windows to decorative wood-paneled interior walls, every construction detail is planned to make the children's surroundings contribute to their health, comfort and mental alertness.

Vital in the picture is the Herman Nelson DRAFTSTOP System, which maintains fresh air and even temperature all day long to keep all the pupils attentive and receptive. No wonder this school won for Architects Weiler and Strang an Honorable Mention in the 1951 National Competition for Better School Design and Community Improvement.

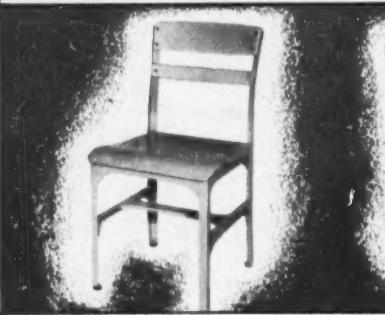


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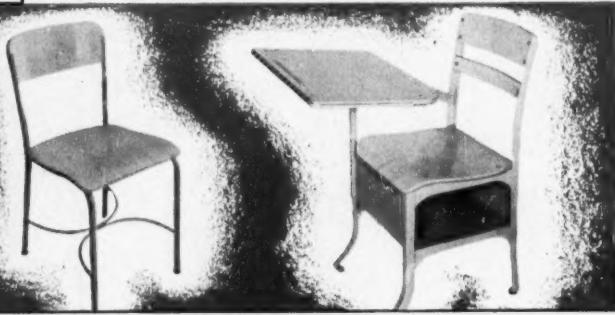
SYSTEM OF CLASSROOM
HEATING AND VENTILATING



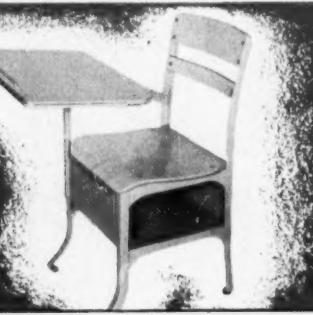
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THE SCHOOL EXECUTIVE for SEPTEMBER, 1952



No. 94. Published to provide basic materials on education to boards of education, officers of parent-teachers associations, civic clubs, and other interested citizens. Reprints in quantities of ten or more may be purchased from The School Executive, 470 Fourth Avenue, New York 16, N. Y.

Next Month: Can a Functional School Building be Beautiful?

The Signs of Our Times and Schools

"Prophets
of doom"

A positive
approach

TOO many people are making too many irresponsible statements concerning the state of things in the United States today. Within the past six months, I have read no less than twenty articles, some of them learned and some popular, but each purporting to show the miserable state of our current existence. They have ranged from a long and supposedly documented treatise showing the cultural barrenness of this nation to a satirical piece which panned the living daylights out of the state of public morality. I have listened also to long forensic productions from the pulpit, from the public forum, from political pundits and from just plain crackpots. Each of these, in his own way, was following the same "prophet of doom" approach. If what these people say is true, the foundations of our culture are already rotten to the core and all that remains is for someone to administer the *coup de grace*.

All of these theses begin from the same vantage point. They assume that the nation has become industrialized so rapidly that the complications resulting from mass production, mass education, mass communication—practically mass everything—have thrown the people completely out of cultural balance and they are floundering in a state of mass confusion. One writer even goes so far as to tag us as a "schizoid culture" suffering from mass neurosis.

Fortunately, there is another—a positive—approach to an appraisal of the United States. It simply asks the same question in a different way. Instead of asking: What has industrialization and mass production done to the people of the United States?—why not ask: What have the people of the United States, using the tools of industrialization and mass production, been able to do for themselves and for their culture generally? This assumes, first of all, that the cultural roots of the nation are deep and firm. But it also admits of many imperfections and faults in the functional organization of the nation, some of them

Prepared by WALTER K. BEGGS, Professor of Education, University of Nebraska

OUR SCHOOLS

A fair
measuring
stick

Changing
concept
of society

Importance
of the
individual

quite serious, some even critical, but none so serious or critical as to make us despair of the future of the country.

In using this approach, we assume also that the American people are not just passive victims of forces beyond their control, but that they have had, in reality, a great deal to do with creating the forces, that they know enough about them to develop sufficient controls to keep them at least within bounds, and probably enough to use them to the advantage of the culture.

To reach any fair appraisal of this nation, we must first understand that our conclusion will not make rhyme or reason if measured by the standards of the civilizations from which our culture has evolved. We must understand that the American people have set up objectives for themselves that are radically different and have achieved results that are unprecedented in past history. Hence, any measuring stick must be designed within the frame of reference of national objectives.

We think of ourselves as a part of western, Christian civilization with tap roots in the classical cultures. While our main cultural stem, or base, is probably Anglo Saxon, it is strongly influenced by the early Christian period and has picked up certain aspects in varying degrees of almost every culture that has ever existed. I like to compare our national growth and development with an experiment I saw many years ago performed on a watermelon vine. The vine was allowed to grow normally until the melons began to appear. At this point the stem of each melon was pierced and different pigments and flavors were forced into the stem. When they matured the melons looked just like any other melon of their species until they were cut, and then some startling variations in coloring and flavoring were discovered. And so it is with us. Our cultural stem has been pierced and many shadings and flavorings have been introduced into the growth pattern.

Suppose we examine the most significant of these for a moment. While we are justly proud of our descent from and our blending of past civilizations we have flatly refused to be slavishly bound by them and the pattern of values that they developed. Our most significant revolt has come in our concept of social organization. The ancient civilizations and, to a large extent, the modern western states have seen fit to segregate and surround a small segment of the people with special opportunities and privileges. Theoretically, at least, the objective has been to select the best human material of the culture and refine it to a very high degree and thus maintain a high level of leadership. In practice it has not always, if ever, worked out in just that way. Granted that this system for a time may produce a highly refined human product, sooner or later the minority group thus established becomes entrenched, and will demand privilege as a matter of right, and often the social organization that results becomes a vicious system of tight class lines and the culture becomes stultified.

To date, we have rather effectively avoided such an organization in the United States. This does not mean that we have been foolish enough to maintain that we have a "classless" society. We have frankly recognized that any social group will structure itself. But we have insisted that the basis for structuring need not be static, nor the class lines sharply drawn. We have maintained generally that Christ's theological ideal of the significance of every personality shall be our cultural ideal. Every person in the nation is not only significant, but we have insisted that he has the right to make his contribution on whatever level he is capable of making it, and, further, that he has the right to choose the area of, the time of, and the quality of the contribution. Hence we have, in effect, said to our people, we do not care what your origin may be, we will welcome the endeavors of the very gifted, but we will also welcome the endeavors of the average in ability, the below average and even the specially handicapped. Actually,

OUR SCHOOLS

Average man better off

Our sense of values

Freedom of choice

we have gone further than that because we have said that we will not only welcome such contributions, but if a man of low ability is contributing all that he is able to contribute to the culture, this offering is, for him, just as significant as that of the man with high ability. In fact we have gone so far as to say that the strongest culture will be the one that works out a system of equitable rewards on all levels of contribution.

This has been our way of attempting to release all of the mental and physical energy and all of the creative effort of all of our people. The extent to which we have succeeded is, of course, a debatable point. But the record is fairly impressive. Even the most vitriolic critics readily admit that the average man is better off physically than ever before. He enjoys better health, he has a longer life expectancy, his diet is better, and he lives more comfortably.

The American worker is confronted with a tremendous array of job opportunities. If he can develop the required ability, he may choose the one he desires. If he doesn't like it, he may change not only the type, but also the location. For his work he is, by the standards of the past or by the standards of other countries, rather handsomely remunerated. His pay has almost tripled in one generation. All of the while his work is being made easier for him, and his hours of labor are being shortened.

Women may compete with men in almost any trade or profession if they wish to do so. But if a woman chooses to remain in her traditional role of home manager she finds that technology has attacked the problems that exist here, too, and much of the drudgery has been eliminated or at least mitigated. For the first time in history women who are neither wealthy nor privileged have a little leisure time to invest.

In summary, we may say that our system has produced an abundance of material things, a remarkably high standard of living for more people than was thought possible a short time ago and, apparently, our productive capacity is limited only by our labor pool and our natural resources.

But what kind of a life do our people live, what kind of a value system has resulted? Are we so frustrated by the complexities of our existence that we are becoming hopelessly neurotic? These questions cannot be answered fairly unless, as pointed out before, we design our measurements in line with our cultural objectives. When the traditional inhibitions are removed from the great masses of the people quite rapidly, as they have been in this country, the result looks at first almost like anarchy. When laboring people are suddenly confronted with leisure time, at first they don't know what to do with it. When all levels of a population are free to select merchandise from an almost unlimited supply, and have the money to buy at least some of it, they may go temporarily on a regular "binge" of purchasing. When people are free to set their values where they will, they may develop some systems that are startling to say the least.

But, remember, there is no precedent in history to deal with such a situation. This nation has no value system that is sacrosanct. No aristocracy is on hand to sift values and fasten them on the country. Each person is at liberty to sift his own and decide what he feels is best in any line of consumption or production.

When looked at from this angle the culture begins to make sense, because, while one person may settle for trash or worse in his reading, or he may not choose to read at all, his neighbor may have reading tastes that would delight even the most fastidious scholar. Similarly, one person may be musically illiterate, while his friend may have extremely high standards. And no one of these people necessarily loses caste because he doesn't like to read the classics or because he does like to listen to the symphony.

Bit by bit, our people are beginning to realize the implications of this freedom. When the first flush of the new freedom wears off, the normal person begins to examine his habits more carefully. He discovers literary trash wears pretty thin shortly, and so does "tin pan" music. Many people

OUR SCHOOLS

Culture
found
in far places

Pattern
of American
education

Contribution
of public
schools

deny that high level esthetic tastes will develop normally, but just look around the country and note what is happening. Oak Ridge, Tennessee, has a symphony orchestra and it is an amateur group. An itinerant opera company plays regularly in back country towns in North Carolina. New Jersey has a farm women's choir that is organized on a county basis and meets annually for a statewide festival, and they don't sing "tin pan" stuff. Lindsborg, Kansas, presents a week of religious oratorios at Easter time each year. And only recently in three different small Nebraska towns I saw high school students seated around tables singing the old English madrigals to their parents and neighbors and in each case the renditions were excellent and the audience loved the music.

What was noted above in music can be duplicated everywhere in art and in literature, in folklore, and in the crafts. If war- or man-made cataclysm does not write a premature finis to this culture, it is my sincere belief that we will develop standards of ethics, morals and esthetics that will go beyond anything the past even dared to hope for. And such standards will be developed not because an entrenched hierarchy demands it, but because the people want to live in that fashion.

One professional group in the United States has been increasingly aware of what has been developing in the country, especially since the turn of the century. The public school teachers, and particularly the administrators, have caught the significance of what is implied in a culture when opportunity for growth and development is opened to all of the people. This group has had to face the practical problem of organizing the school system to implement the general policies approved by the majority of the people of the nation. They have been called upon to meet unprecedented problems. They, of necessity, have been inventive and creative. They, also of necessity, have had to break with the classical tradition in education. It is utterly impossible to provide educational opportunity for all children and youth and at the same time eliminate the so-called unworthy according to a set of hard-and-fast academic standards based upon the normal performance of the mentally gifted.

Some people have been expressing alarm at the invasion of our schools by the exponents of so-called modernism or progressivism. There has been no invasion. The pattern of American education has emerged out of its cultural heritage in exactly the same way and at about the same pace that the nation generally has emerged. The stem has been pierced along the way at various points and new and different and often radical elements have been injected. The result occasionally has been startling to say the least. However, the general flow of educational progress has been amazingly smooth. When one considers that the prodigious problems of housing and supplying teaching talent and textual materials and general supplies for almost forty million learners have been taken in stride, to say nothing of meeting the divergent needs of learners ranging from the underprivileged, both mentally and socially, to potential genius, one wonders that any standards have been maintained at all. And yet a steady output of relatively well trained minds has continued to flow from the schools. These have not met the exacting standards of many college professors, especially those in the colleges of arts and sciences. While this is regrettable, it is equally regrettable that these same professors have steadfastly refused to make any attempt to understand the nature of the problems that have faced the public school people.

No responsible educator will deny that mistakes have been made in public education. Neither will they deny that the profession must suffer the onus of some shysters and crackpots who have practiced under the guise of being progressive. By and large, the public educators in the United States may feel justifiably proud of their achievements; and, as nearly as we can ascertain at this point, the public schools of this nation are just about at par for the course, and right on time.

CONFERENCE CALENDAR

SEPTEMBER

8-12, Illuminating Engineering Society, National Technical Conference, Chicago.

10-12, Thirty-Eighth Annual Conference of the Governmental Research Association, Shawnee Inn, Shawnee-on-Delaware, Pennsylvania.

17-19, Seventh National Conference on Citizenship, Washington, D. C.

OCTOBER

12-15, National Conference of County and Rural Area Superintendents, New York City.

12-16, Association of School Business Officials of the United States and Canada, Atlantic City, N. J.

20-23, Adult Education Association of the United States, NEA, East Lansing, Michigan.

20-24, National Safety Congress and Exposition, Chicago.

21-24, Thirty-fifth Annual meeting of the American Dietetic Association, Minneapolis, Minnesota.

NOVEMBER

27-29, National Council for Social Studies, Dallas, Texas.

27-29, National Council of Teachers of English, Boston.

DECEMBER

1-4, Annual meeting of the Association of Colleges and Secondary Schools for Negroes, Memphis, Tennessee.

27-29, National Council for Teachers of Mathematics, Stillwater, Oklahoma.

28-30, Annual meeting, National Business Teachers Association, Chicago.

JANUARY

30-31, National Citizens Commission for the Public Schools—Citizens' Assembly on Education, Denver, Colorado.

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ATF Good School News

GRAPHIC ARTS—THE EDUCATIONAL FIELD WITH A FUTURE

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Tucson Senior High School Has Outstanding Success With Graphic Arts Department

Three-fold objective: to provide (1) general educational, (2) avocational, (3) vocational training

The graphic arts department of the Tucson, Arizona, Senior High School was established in 1940 under the direction of Otis H. Chidester with 80 students enrolled.

Today, it has grown to an enrollment of 400-450 students and is housed in a new \$1,500,000 vocational building, modern in every respect. Basic layouts for printing areas were done by the ATF Department of Education.

The objectives of the department are three-fold: (1) general educational, (2) avocational, (3) vocational. All students must take beginning graphic arts before electing either advanced printing or photography, or a combination of the two courses.

During the first year they take home such projects as name cards, personal stationery, book plates, imprinted napkins, personalized memo pads, albums, photograph film and prints. During this year they also explore as many of the related graphic arts fields as possible.

In the second year, the students work on live jobs such as school programs, tickets, posters, awards, school forms, literary publications, publicity. In this way they are trained to meet deadlines, work under industrial conditions, and produce the finished products to pass standards set up by a consuming public. It is also felt that the fact that the students have quality printing for their school affairs and school business is creating an intelligent buying public for the printing industry.

From the advanced courses, capable students are recommended to the printing trade. Thus, the school maintains a wholesome relationship with employers and unions and is able to place all students recommended, either in the southwest, or even in midwestern and eastern areas. Many students in the last two years of school are employed locally after school and holidays. Unions and employers are recognizing the ability of students from this department by up-grading them from one to three years during apprenticeship.

Graphic Arts Courses in All New York City Junior High Schools

Graphic arts departments have proved highly successful in the 53 junior high schools throughout the five boroughs of New York City.

According to Robert Cynar, industrial arts supervisor, the principal purpose of these courses is to familiarize students with the processes by which written words become printed pages and the processes by which a drawing becomes a print.

The aim of these non-vocational schools is to teach basic skills, and, more important, to stimulate students' interest in academic subjects through this medium.



Beginning graphic arts shop at Tucson Senior High School

The Tucson graphic arts shop is divided into beginning lecture room, graphic arts laboratory, photographic lecture and work area, darkroom with contact printing and enlarging work area and two film handling rooms, advanced lecture room, vocational printshop, advanced photographic lecture and work area, darkroom with enlarging work area, four film handling rooms, portrait room, central stockroom.



Composing room of advanced graphic arts shop



Advanced graphic arts shop at Tucson

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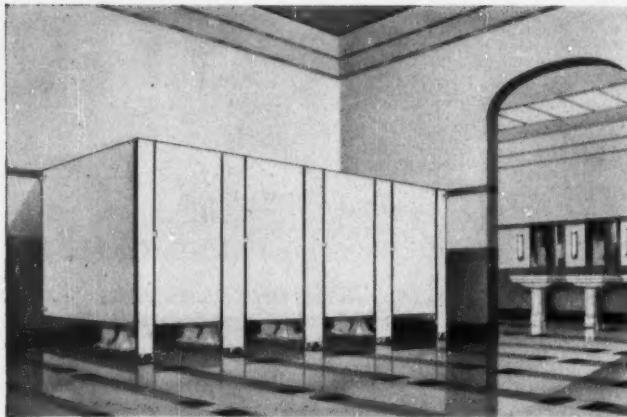
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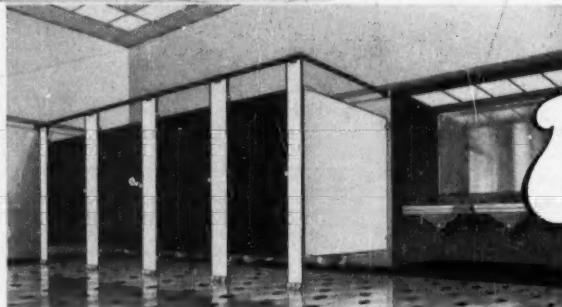
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Address of school.....
City.....Zone.....State.....



Sanymetal Normandie Type Toilet Compartments impart a moderately streamlined effect to a toilet room environment. Streamlined design wedded to utility fulfills all requirements. Unadorned utility no longer satisfies a public accustomed to bathrooms embodying varying degrees of modernity and elegance. Available in two full purpose materials: (1) "Porcena" (Porcelain on Steel); (2) "Tenac" (Baked-on Paint Enamel over Galvanized, Bonderized® Steel). "Porcena" and "Tenac" are available in 21 different colors.



Sanymetal Century Type Ceiling Hung Toilet Compartments are particularly appropriate for schools. They impart dignity, refinement and cheerfulness to the toilet room environment. They make up into a rigidly fixed installation. Available in two full purpose materials: (1) "Porcena" (Porcelain on Steel); (2) "Tenac" (Baked-On Paint Enamel over Galvanized, Bonderized® Steel).



A Toilet Room Environment is as Important as Other School Environments

The treatment of a school toilet room environment is no longer secondary to its utility. Blending the utility of toilet facilities with appropriate toilet room surroundings results in environments that are in keeping with other modern interior school environmental treatments. Toilet compartments usually dominate a school toilet room and influence its environment. Sanymetal offers several different types of toilet compartments for creating the most suitable toilet room environment for every type of school building. Sanymetal also offers two full purpose materials: (1) Sanymetal "Tenac"—galvanized, Bonderized® steel—a highly corrosion-resistant material; (2) Sanymetal "Porcena"—porcelain on steel—the ageless, ever-new material. Sanymetal Toilet Compartments embody the results of over 38 years of specialized skill and experience gained in making over 200,000 toilet compartment installations in all types of educational buildings and every other type of building constructed. Ask the Sanymetal representative in your vicinity for information about planning suitable toilet room environments.

THE SANYMETAL PRODUCTS CO., INC.
1711 Urbana Road • Cleveland 12, Ohio

Sanymetal Academy Type Toilet Compartments provide a certain distinctiveness. This type of compartment is the only one in which all the dignity and distinctiveness of standard flush type construction, unmarred by posts, has been appropriately combined with headrail. Available in 21 different colors.

Sanymetal
"PORCENA"
(Porcelain on Steel)
TOILET COMPARTMENTS

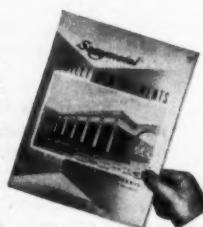
*Treated with "Bonderite", a product of Parker Rust Proof Co.

TOILET COMPARTMENTS, SHOWER STALLS AND DRESSING ROOMS

...By **Sanymetal***

*Trade Mark Reg. U. S. Pat. Off.

Send for Catalog No. 89 illustrating Sanymetal modern toilet room environments. Several attractive designs and colors available. Or for immediate action, consult your local Sanymetal representative. Just look under "Partitions" in your phone book.



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**YOU'D MAKE IT
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—so even a youngster could run it, fast, and make excellent copies. You'd want your original to be your master—no stencils, no mats, no inking, no makeready. You'd like to run one to four colors at once . . .



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school proof!**

—built like a bridge, precision manufactured, with corrosion-resistant stainless steel parts, oversize bearings, self-lubrication and smooth, vibrationless, balanced action . . .

... and you'd wind up with **DITTO®**

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Name _____

School _____

Address _____

Post Office _____ County or Zone _____ State _____

NEW!

American FOLDING CHAIRS

Best for Schools, Colleges and Universities



HANDY STORAGE TRUCKS

In two styles: for general or under-stage use. Permit easy, convenient storage. Swivel casters—removable handles—ample capacity.

American Seating Company

WORLD'S LEADER IN PUBLIC SEATING

Grand Rapids 2, Mich. • Branch Offices and Distributors in Principal Cities
Manufacturers of School, Auditorium, Theatre, Church, Transportation,
Stadium Seating, and Folding Chairs

**BUILT FOR COMFORT
AND DURABILITY**
by the world's leader in public seating

STRENGTH ★ SAFETY ★ SILENCE!

Newly styled and ruggedly built with triangular steel tubing, American Folding Chairs are famous for the extra comfort of their wider, deeper, shaped seats and wider, deeper, formed back panels. More than 65 years of public-seating experience have gone into these chairs, to make them the finest folding chairs in the world!

American Folding Chairs have no sliding or binding parts, no snagging, cutting, or soiling hazards. They fold quickly, quietly, compactly, and can't tip forward in use. They are light in weight, easy to carry and to store. Write Dept 14.

EXCLUSIVE LONG-LIFE FEATURES:

BACK PANEL is deep-formed for comfort from one piece of steel, inserted and welded into the frame. Bottom edge is rolled for rigidity.

HINGE SECTION has solid steel reinforcing bar inside front leg which equalizes load from seat to frame.

CROSS BRACES are of solid steel, shouldered against inside of legs and securely riveted on outside of legs, resisting load from any direction.

STEEL GLIDES are crimped around each leg and capped with durable tread rubber shoes—won't mark floor.

Clamps, for Sectional Grouping—Permit fastening chairs in sections of two or three, 1 inch apart.

Steel Threshold permits locking chairs into position at ends of rows, 30" back to back, for three or more rows.

OVER 8 MILLION IN USE!

THE SCHOOL EXECUTIVE for SEPTEMBER, 1952

Compare Them for DURABILITY SECURITY TOP VALUE

SAG-PROOF HINGES



Rugged 5-knuckle hinges, with $\frac{3}{8}$ " semi-recessed pins, are made of 14-gauge steel, both welded and bolted into place.

GREATER SECURITY



Only Medart Lockers have this patented pick-proof "dual latch" mechanism concealed in the lock rod channel. It's pre-locking, positive in action whether door is slammed or gently closed.

STURDY BOTTOMS



Built to take brutal punishment — won't break or sag. Full $\frac{1}{4}$ " flange of bottom is tied solidly to steel frame. Compare this feature with ordinary lockers!

STRONGER



Entire frame — top, bottom and sides — is channel-shaped steel electrically welded into a single solid, rigid unit that stays square and true.

ADJUSTABLE LEGS



Heavy malleable iron. Front legs are adjustable up or down to compensate for unevenness of floor.

MEDART STEEL LOCKERS

MEDART LOCKERS

are built in all standard types and sizes, both recessed and free-standing.



BASKET SHELVING

sturdy and very rugged, both permanent and portable, in many sizes built by Medart.



A better constructed, stronger, more serviceable locker can't be bought! More than that, because Medart originated virtually every practical feature used in modern steel lockers, Medart builds the locker that includes them all — not just those above, but many more!

By actual comparison you'll find the skillful engineering, best quality metals and precision manufacture in Medart Lockers are a better paying long-term investment in extra years of service, far less maintenance, appearance that stays new indefinitely, and thoroughly dependable tamper-proof protection.

Medart offers 80 years of engineering experience to help analyze and solve the most complicated locker problem. No matter how modest your budget, Medart Lockers give you more for the money!

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Catalog*

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Gym Seats

World's Only Complete Single Source For Gymnasium Equipment
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Introducing the (and how much)

When you see the new Royal Standard, you'll notice what a beauty it is . . . with its leaf-brown color and forest-green keys with gleaming, stainless steel trimmings.

But underneath that beauty lies something more important!

Every new feature was designed to make your teach-

ing job easier! Every new feature was thought out with you in mind.

Just look at the features pictured on this page and you'll see what we mean.

We're mighty proud of this new typewriter. *And you'll* be mighty glad you clipped the coupon below for a demonstration.



1 "Magic" Tabulator . . . the new exclusive feature which allows students to operate the tab with either finger or palm without removing their hands from the guide-key positions. No more reaching for tab keys . . . teaching tabulation is greatly simplified.



2 Carriage Control . . . students can adjust the carriage for fast columnar tabulation. There is no need to call a repairman to adjust the machine for carriage speed. A simple twist of Royal's exclusive Carriage Control Knob varies the speed of the carriage.

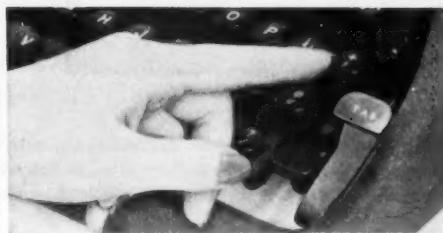
ROYAL Typewriter Company, Inc.

"Magic" and "Touch Control" are registered trade-marks of Royal Typewriter Company, Inc.

new Royal Typewriter... easier it makes your teaching!)



3 "Magic" Margin . . . margins were never easier to set than on the new Royal Standard. With improved "Magic" Margin all the student need do is position the carriage, and move the spring "Magic" Margin Control forward. Release, and the margin is set and locked in place automatically.



4 Extra "Bonus" Key . . . at no extra cost, all Royal Standard Typewriters will include a 43rd key. Ideal for special work.

Royal Typewriter Co., Inc.
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Please have a School Representative arrange for a demonstration of the new Royal Standard Typewriter.

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World's Largest Manufacturer of Typewriters

*What I want is
QUIET!*



*That's what you'll get
with a FIBRETONE®
Acoustical Ceiling!*



Johns-Manville Fibretone Acoustical Ceilings effectively reduce noise . . . Easily installed, they provide the quiet comfort so necessary for better, more efficient work.

- Because distracting noise can lead to confusion and careless mistakes in schoolwork, practically all new schools include acoustical ceilings for noise absorption. However, even if your school was constructed before sound control became an established science, you can have Johns-Manville Fibretone Acoustical Panels easily and quickly installed over your present ceilings with little interruption to regular routine.

Johns-Manville FIBRETONE offers an acoustical ceiling which is highly efficient and modest in cost. It consists of 12" square panels of sound-absorbing materials in which hundreds of small holes have been drilled. These holes act

as "noise-traps" where sound energy is dissipated. Fibretone is predecorated, can be painted and repainted, and is available with a flame-resistant finish.

Other Johns-Manville Acoustical Ceilings include *Permaacoustic*®, a textured, noncombustible tile with great architectural appeal; *Transite*®, panels made of fireproof asbestos; and *Sanacoustic*®, perforated metal panels backed with a noncombustible, sound-absorbing element.

For a complete survey by a J-M acoustical expert, or for a free book entitled "Sound Control," write Johns-Manville, Box 158, Dept. N.S., New York 16, N.Y. In Canada, write 199 Bay Street, Toronto 1, Ontario.

*Reg. U. S. Pat. Off.



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**SUPERB
COOKING
LONG
LASTING
ALWAYS
SANITARY**

This kitchen in a
large industrial cafeteria
is equipped with
Wear-Ever heavy-duty
utensils.



YOU GET THE MOST FOR YOUR MONEY WITH

WEAR-EVER ALUMINUM HEAVY DUTY UTENSILS

Do you want kitchen equipment that cuts replacement costs to a minimum? Do you want utensils that, at the same time, provide the finest in cooking? If you do, Wear-Ever Aluminum Heavy Duty utensils are perfect for you.

They're made from Wear-Ever's famous, extra-hard alloy. It resists denting and gouging, and has demonstrated its ability to provide many extra years

of service. On top of this, Wear-Ever heavy-duty utensils are made extra thick throughout, with double-thick edges and bottoms. They're as close to being indestructible as kitchen utensils can be.

Because they're made of aluminum alloy, these utensils spread heat fast and evenly for perfect cooking. Simmering, without scorching or burning, becomes simple. Tasty cooking becomes the rule.

There's a size and type for every kitchen need. See your supply house representative, or mail coupon for catalog.



SUPER-STRONG AT POINTS OF HARDEST WEAR



The Aluminum Cooking Utensil Company,
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Please send me your catalog for Wear-Ever Aluminum
Heavy-Duty Utensils.

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Fill in, clip to your letterhead, and mail today.

Scene in the busy Dunton's Cafeteria in downtown Dallas, Texas.



"amount of saving from breakage is really unbelievable with dinnerware molded of MELMAC®"

*Says the President of Dunton's Cafeterias, Inc.
Dallas, Texas*

In use for over one year, dinnerware molded of MELMAC brings the following enthusiastic endorsement from the president of two large cafeterias in downtown Dallas.

"First and foremost, we find them acceptable to our guests . . .

"Their color allows us to display our food advantageously . . .

"They are light, which relieves complaints where bus people are concerned . . .

"Our guests now find it much easier to carry their own trays . . ."

You, too, will profit from dinnerware molded of MELMAC. Ask your supplier for full details today.



Ask your supplier for plastic dinnerware identified by this insignia. It complies with the high standards of quality established for heavy-duty melamine dinnerware by industry through the U. S. Department of Commerce.



*Mrs. W. C. Dunton, President, and Mr. Carlton Lawler,
General Manager of Dunton's Cafeteria, discuss the
advantages of their Dallas Ware molded of MELMAC.*




PLASTICS DEPARTMENT

38D ROCKEFELLER PLAZA, NEW YORK 20, N. Y.

*In Canada: North American Cyanamid Limited, Royal Bank Building,
Toronto, Ontario, Canada*

THE SCHOOL EXECUTIVE for SEPTEMBER, 1952



THE MORAL TO OUR STORY? Make the job easier for your maintenance personnel . . . and you *automatically* lower your maintenance costs. Let 'em wax as they clean—with a specially formulated material that performs 3 operations in one!

LUSTRECLEAN (pine-scented or plain) cleans . . . deodorizes . . . and deposits a light film of wax. Effective on any type of surface! No heavy scrubbing. No rinsing. Mop dry . . . buff the film lightly if a soft satiny finish is desired! Save time and labor cleaning floors, walls, woodwork—wherever excessive wear and heavy traffic has made daily maintenance a back-breaking job.

LUSTRECLEAN really cleans! Its emulsifying action loosens the most persistent dirt, grime . . . hard-to-remove rubber burns. No need to use harsh soaps or injurious chemicals. Proof? Ask for a sample and test it on the spots and blemishes your present cleaner won't remove!

Pine LustreClean is only one of many WEST products formulated for the promotion of sanitation. Others include floor sealers and waxes . . . washroom service . . . disinfectants . . . deodorants . . . insecticides . . . cleaners . . . soaps . . . protective creams. West is the exclusive distributor of Kotex Sanitary Napkins sold through vending machines.



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(64 BRANCHES IN U.S. AND CANADA)

SAVE \$\$\$. . . WAX as you WASH

I'd like to try a sample of LustreClean

Pine-Scented Plain

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Dept. 15

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IS A PLEASURE
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TRADE-MARK
16 mm CARBON ARC**

WHEREVER a hundred or more people gather for 16 mm showings, the "National" Carbon Arc is a *must* for that optimum screen lighting so essential to comfortable auditorium viewings.

Your prospects and customers — if it's a sales film — will feel more "at home", more receptive to a comfortably lighted picture.

Medical students, athletes, trainees and educators of all sorts, get more from the sharp, brilliant details rendered by the carbon arc.

Audiences of industrial and institutional motion pictures are much more impressed by the high-light-level action and fidelity of color that mark 16 mm carbon-arc projection.

Users everywhere are pleased with their safe, simple, 16 mm carbon-arc equipment. They are quick to appreciate the economy of *4 times as much light at 1/5 the operating cost of the next best light source*.

**FOR COMPLETE DETAILS, WRITE TO
NATIONAL CARBON COMPANY, DEPT. XX**

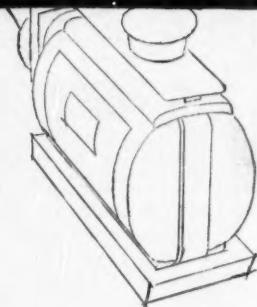
When you buy projector carbons — BUY "NATIONAL"!

The term "National" is a registered trade-mark of Union Carbide and Carbon Corporation

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a
revolutionary
new
writing
medium

NU-RITE GLASS CRAYON BOARD

*...for use with EZY-RASE
water soluble wax crayons*

WHAT NU-RITE IS—NU-RITE is a plate glass crayon board with a fused-on vitreous enamel surface. It is used with the EZY-RASE water soluble wax crayons described on the next page. The manufacturing process produces a smooth, permanent writing surface with a flat, glare-free finish. NU-RITE is a companion board to our NUCITE glass chalkboard which has gained wide acceptance in classroom installations the world over.

COLOR CONDITIONED SURFACES

NU-RITE glass crayon board is available in three stand-

ard colors shown on the next page. These colors insure maximum reflected light and minimum glare. Their tonal values have been carefully selected to give easy legibility with any EZY-RASE crayon color.

NU-RITE ADVANTAGES—Their delicate, eye-soothing colors and many other distinctive features, make NU-RITE glass crayon boards one of the most satisfactory and versatile writing surfaces for classroom use obtainable today. Colors and other features are described on the reverse side of this page.

NU-RITE GLASS CRAYON BOARDS

... modernize old classrooms

... complement new ones



IMPROVED LIGHTING—Laboratory tests show very high light reflectivity for the carefully chosen NU-RITE colors illustrated at left. As a basis of comparison, here are the light reflection factors of NU-RITE crayon boards and NUCITE chalk boards—

NU-RITE	Buff	38	NUCITE	Black	3
	Light Green	39		Medium Green	18
	Ivory	53			



BETTER ILLUSTRATIVE TECHNIQUES—The variety of EZY-RASE crayon colors—all clearly legible on the three NU-RITE board colors—make possible a wide range of differentiation in charts, diagrams etc.



SMOOTH, WEAR-RESISTANT SURFACE—The smooth, glass-like NU-RITE surface takes EZY-RASE crayons beautifully and is unaffected by repeated writing and erasure. The fused-on vitreous enamel is waterproof and practically impervious to abrasion, wear and scratching.

EASY, DUST-FREE, STAIN-PROOF ERASING—The combination of the NU-RITE surface and EZY-RASE water-soluble wax crayons, eliminates erasers, dust, and stain. Once over with a moist cloth, sponge or tissue completely removes all markings, leaving the surface clean as new.

HIGH STRENGTH, LONG LIFE—The special manufacturing process produces in NU-RITE a material that is extremely strong and shock-resistant. Under ordinary conditions of use, NU-RITE boards will last indefinitely.

GUARANTEED—The surface is guaranteed for a period of 20 years under ordinary classroom usage.

QUOTATIONS—Write us for specifications and quotations on specific requirements. No obligation.

QUALITY
and
INTEGRITY
SINCE 1865



This company is the oldest and largest manufacturer of writing boards and bulletin boards in the United States. We have proudly become the "doyen" of the educational equipment industry. Our 87 years of existence have been unbelievably crowded with achievements beneficial to education. Some of them have been revolutionary—and all have been improvements over what they replaced or displaced.

EZY-RASE

WATER SOLUBLE WAX CRAYONS

These wax crayons, specially developed for use on NU-RITE boards, write or draw with clean, clear unbroken lines and without the dust and muss of ordinary colored chalks. They come in the colors shown and their hexagonal shape is suited for marking in fine and broad lines and shading. An outstanding feature, as the name implies, is the ease of erasing. Once over with a moist cloth, sponge or tissue removes markings instantly and completely. For writing comfort and cleanliness, EZY-RASE wax crayons are unexcelled.

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WITH
SAFETY-VIEW
DESIGN

Here's the school coach of tomorrow—today . . . the *all new* Oneida Monobilt Coach. Designed and engineered *exclusively* for student transportation, it is unparalleled for safety, comfort and performance. Chassis, body and engine are a completely integrated unit. Safety-view design provides driver with full panoramic visibility. Lighter weight and perfect balance give greater operating economy and maneuverability. Transportation cost per student is lower because of the extra-large capacity and extra-rugged construction. The Oneida Monobilt Coach is endurance-built to last over the years. Mail coupon today for complete details and specifications.



ONEIDA PRODUCTS CORPORATION
MONOBILT COACH SALES DIVISION
CANASTOTA, NEW YORK

SEND FOR THE FACTS TODAY!

Oneida Products Corporation
Monobilt Coach Sales Division
Canastota, New York

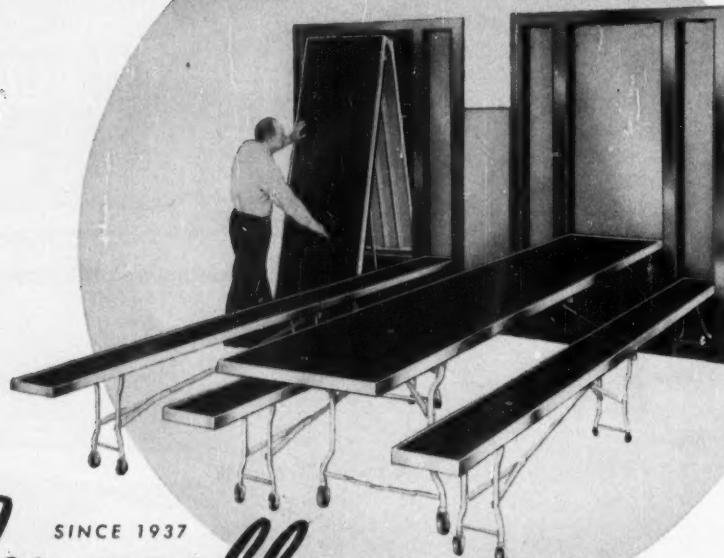
Please send me full details on the Oneida Monobilt Coach.

Name _____

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City _____ State _____

the first Schieber In-Wall school installation, made 15 years ago, is still in daily use and operating to complete satisfaction

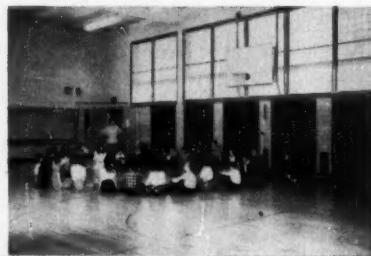


SINCE 1937
In-wall...

The Folding Table and Bench Unit That Has Stood The Test of Time!

Schieber IN-WALL folding tables and benches are now in use in hundreds of public and parochial schools, large and small, from coast to coast. They are engineered and built to absorb daily hard use year after year while the user enjoys the benefits of multiple-use-of space. No attempt to imitate Schieber IN-WALL equipment has ever been successful. Based on this experience leading school architects consistently specify Schieber IN-WALL units.

One building area serves two purposes, reducing new building costs. Conversion from activities room to lunch room for as many as 200 students can be made in 8 minutes — between classes.

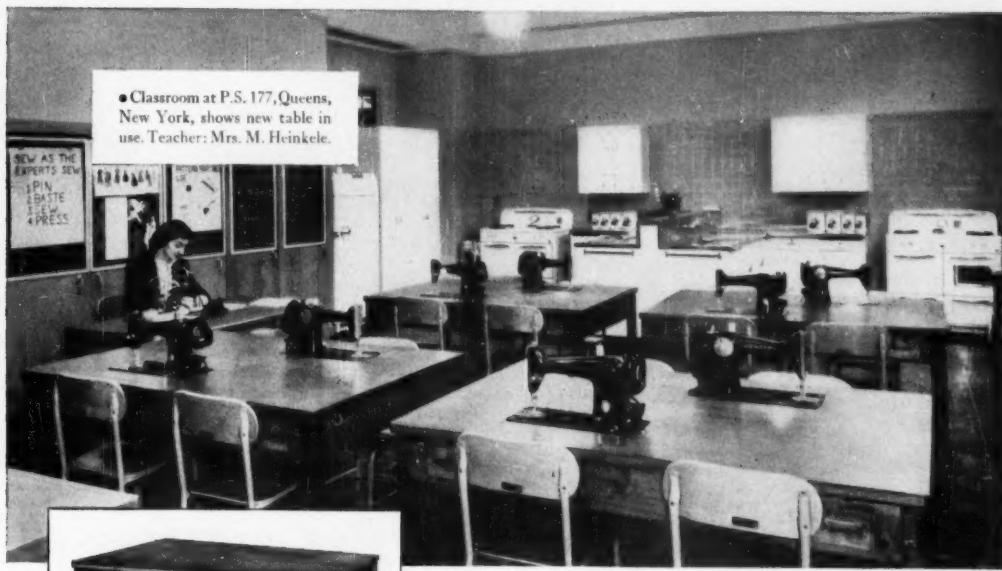


For detailed information write or consult Sweet's.

SCHIEBER SALES COMPANY
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In Canada La Salle Recreations Ltd. • 945 Granville Street, Vancouver, B.C.

To make your sewing classroom twice as efficient...



• Classroom at P.S. 177, Queens, New York, shows new table in use. Teacher: Mrs. M. Heinkele.



The new SINGER Combination Sewing and Cutting Table

Most practical piece of sewing-class equipment ever! The new SINGER Combination Sewing and Cutting Table was designed to meet the specific requirements of home economics teachers and was developed at the suggestion of Dr. Anna M. Dooley, representing the New York City Board of Education.

It is a large, smooth, sturdy table which holds two full-sized SINGER* Sewing Machines . . . and at the same time provides work space for two other students.

When the machines are lowered into the table, removable panels fit into place, making a smooth, continuous cutting and work surface.

This double-duty table makes it possible—even in limited space—to provide two machines for every four students. It eliminates the need, and the expense, of separate cutting or work tables. It makes the room readily adaptable for use by other classes, or as a study hall.

Special features:

- 5-ply construction. Durable Masonite top. Solid birch legs.
- 4 handy drawers.
- Built-in knee levers.
- Dustproof shields which completely enclose machines when they are lowered.
- Tamper-proof locks on panels.

- Provision for adding automatic switch to cut off power when machines are lowered.

- Size: 60" x 42" x 30".

- Available with any of the 3 regular SINGER classroom heads—at a special school discount.

Free Folder on Request

SINGER will send you, or any member of your Home Economics Department, a folder giving complete specifications of the table, and suggested classroom layouts. Just mail coupon.

SINGER SEWING MACHINE COMPANY SE-9
Education Dept., 149 Broadway N. Y. 6, N. Y.

Please send me free folder giving complete details about Combination Sewing and Cutting Table, and showing suggested classroom layouts.

Name _____

Position _____

School _____ County _____

Street _____

City _____ Zone _____ State _____

SINGER SEWING CENTERS

THERE'S ONE NEAR YOUR SCHOOL

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Bugbee School, West Hartford, Connecticut

**What's the real reason for slow progress...
PROBLEM PUPILS... or PROBLEM ROOMS?**



Unsatisfactory progress by some pupils is not always due to lack of effort or ability. Often the blame lies in poor acoustical environment. Poor classroom acoustics, you see, interfere with distinct hearing. Children must strain for every word. So tension and fatigue increase, minds wander, learning inevitably suffers.

To guard against this, scores of schools in every part of the country have installed modern Acousti-Celotex Sound Conditioning. They have found that in classrooms, auditoriums and music rooms—a sound-absorbing ceiling of Acousti-Celotex Tile improves acoustics, makes distinct hearing possible for everyone. In libraries, study halls, bandrooms, gyms, cafeterias and corridors it instantly checks unwanted noise. Brings quiet comfort that helps pupils and teachers alike to work better.

Acousti-Celotex Tile is quickly installed at moderate cost. Requires no special maintenance. Can be

washed repeatedly and painted repeatedly without impairing its sound-absorbing capacity.

You can count on your distributor of Acousti-Celotex products for Sound Conditioning that's right from the start. He's a member of the world's most experienced Sound Conditioning organization. He has the broad training and "know-how"—the job-proven methods—the complete line of superior, specialized acoustical products to meet every specification, every requirement, every building code.

GET A FREE ANALYSIS of the noise problem in your school without obligation. Write now for the name of your local distributor of Acousti-Celotex products. You will also receive free the informative booklet, "Sound Conditioning for Schools and Colleges," The Celotex Corporation, Dept. D-92, 120 S. La Salle St., Chicago 3, Ill. In Canada, Dominion Sound Equipments, Ltd., Montreal, Quebec.

TOPS IN WASHABILITY—Two coats of tough finish, bonded under pressure of a hot knurling iron, build a surface of superior washability right into Celotex Cane Fibre Tile.



ACOUSTI-CELOTEX

Sound Conditioning

PRODUCTS FOR EVERY SOUND CONDITIONING PROBLEM
THE CELOTEX CORPORATION, 120 S. LA SALLE ST., CHICAGO 3, ILLINOIS

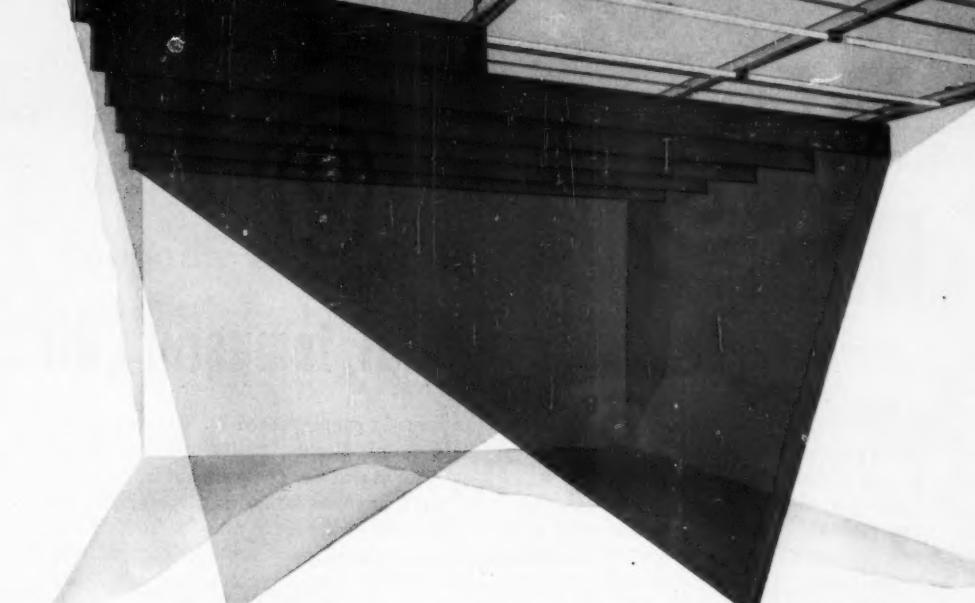
better lighting - less noise - in ONE system

The System provides recommended levels of quality illumination for true Eye-Comfort, with effective acoustical treatment which eliminates excessive sound reflections and the annoyance and distractions which sound creates.

CURTIS



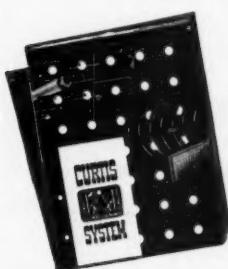
SYSTEM



LIGHT CONTROL

The lighting system* of this revolutionary new method is an extendible arrangement of channels carrying the control equipment and wiring. T-12, 96-inch, 72-W. slimline lamps are mounted like ladder rungs between and at right angles to the Curtistrip channels. This system is supplied completely wired with ballasts and lampholders. All metal parts are finished baked white "Fluracite" enamel.

*Listed by Underwriters' Laboratories, Inc.



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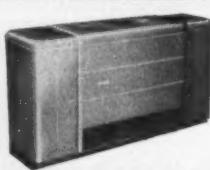


To help children learn...

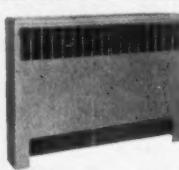
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TRANE Unit Ventilators bring in plenty of outside air . . . filter it . . . warm it to the precise temperature required . . . circulate it freely and evenly throughout the room. They operate quietly, are sturdily constructed, and may be adjusted to the activity of each individual room. TRANE Unit Ventilators may be

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TRANE Unit Ventilator filters and combines outside and room air, heats and distributes it quietly. Available in a range of sizes and models . . . also with matched shelving.



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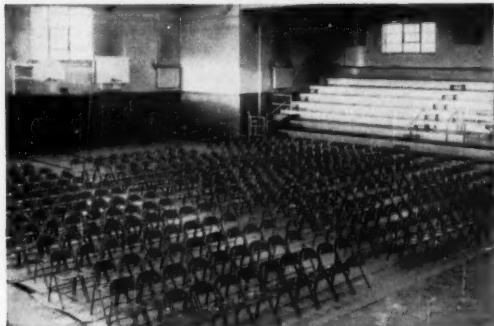
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Posture-Designed for Comfort . . .
Easy to Stack, Store or Set Up!**

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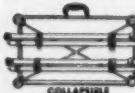
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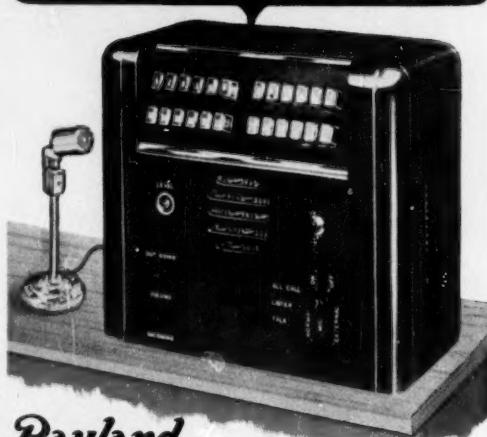


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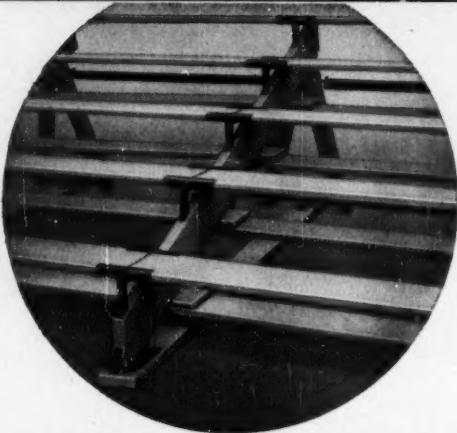
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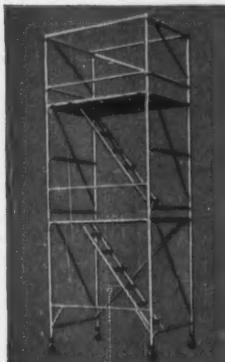
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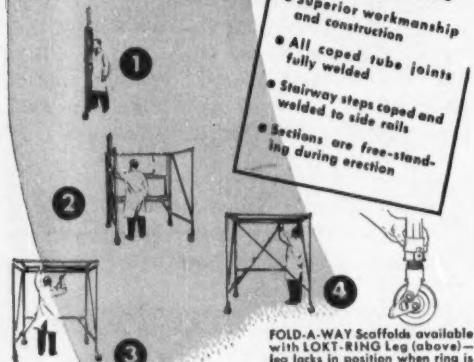
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Here's How One Man Sets Up
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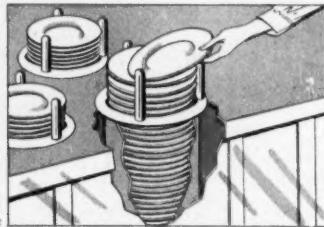
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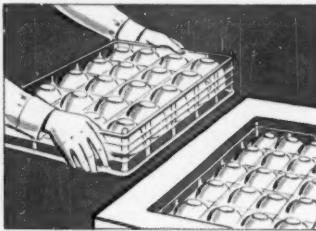
—AMF Lowerator Dispensers speed up service by automatically dispensing plates, glasses, trays and cups and saucers. As each piece is removed, another moves up to take its place... always at a convenient serving level. Dishes are always where they're wanted, when they're wanted.

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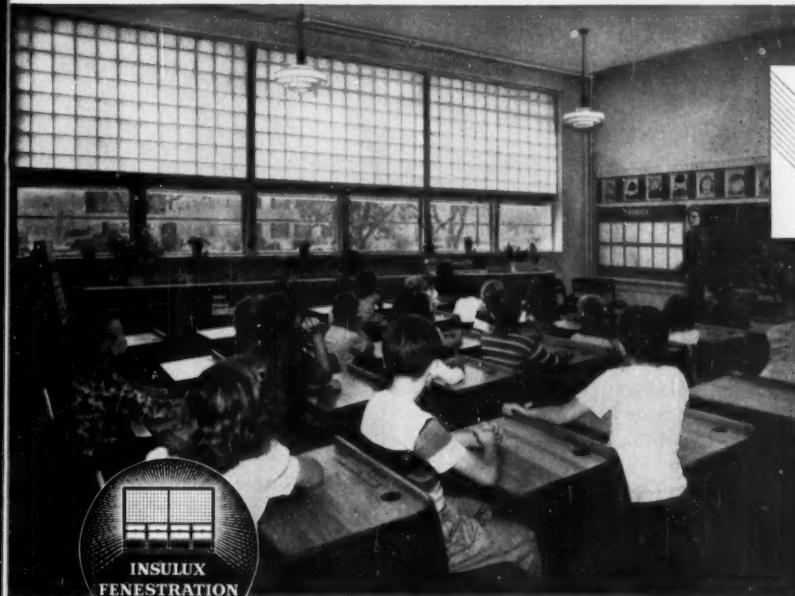


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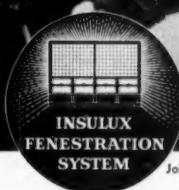
Here is what happens when light beams strike an ordinary window. Children near window suffer from high contrast while those on far side of the room suffer from high degree of contrast.

BEFORE
*Daylight
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The remodeled classroom meets the most rigid standards for good lighting. The system provides even, diffused daylight for all the students.

NOW
*Daylight
Engineered*



John Muir Elementary School, Glendale, Calif. Architects: Orr, Strange & Inslee, Los Angeles

Good seeing in classrooms requires elimination of glare and harsh contrasts.

Pulling blinds down to reduce glare, then turning on ceiling fixtures to get light, wastes both time and money. An Insulux Fenestration System using Light-Directing Insulux Glass Block® utilizes free daylight.

By new optical principles these glass blocks capture and properly use sunlight from early morning to late afternoon.

Daylight Engineers can show you how replacement of outworn windows with Insulux can give you better light and save many maintenance dollars.

Read the informative, 24-page book-

let "Better Light for Our Children" and see for yourself the progress that's being made in the better utilization of daylight in schoolrooms. For your free copy, or for the help of an experienced Daylight Engineer, write Insulux Glass Block Division, Kimble Glass Company, Dept. SE9, Box 1035, Toledo 1, Ohio.

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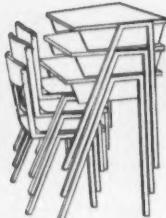
HERE IT IS!

Rowles

SPACE-MASTER DESK & CHAIR UNIT



A sensational new idea
in stackable classroom
seating



To clear your classroom
simply stack the desks
and the chairs and move
them into a corner.



Stack them as high as
you wish. Store all the
classroom's desks and
chairs in a very small
area.



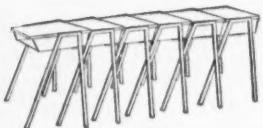
You simply stack 'em . . . and store 'em!

Within minutes, you can clear your classroom of all the desks and chairs . . . and have hundreds of square feet of unobstructed space ready for whatever activity you might select.

The SPACE-MASTER Desk and Chair Unit is a brand new idea in classroom seating. It combines all the fine features of good classroom seating with a revolutionary modular design that enables



Modern design gives
more usable space.
Unobstructed floor area,
gives added classroom
comfort and makes
cleaning easier.



Desks conveniently nest
within each other saving
loads of space. Store 3
desks in the place of
two.

you to stack both the desks and the chairs in a corner or against the wall.

This new stacking feature helps your classrooms take on new importance. It provides the practical way to store desks and chairs so that the room may be used for other purposes.

You really owe it to yourself to learn more about the wonderful possibilities of the new "SPACE-MASTER."

See your local

ROWLES SCHOOL EQUIPMENT DEALER

For complete detailed information, sizes and prices of the new Rowles SPACE-MASTER Desk & Chair Unit, see your local Rowles School Equipment Dealer, or write direct to

E. W. A. ROWLES COMPANY
ARLINGTON HEIGHTS, ILL.



Schools in Action

From the President

of the A.A.S.A.

VIRGIL M. ROGERS

TO THE

SCHOOL ADMINISTRATORS OF THE NATION

By this time the pressure of the opening of a new school year has, I hope, somewhat eased and you are now looking more critically at the problems and imponderables which lie ahead for school executives during this new and eventful year. This school year, 1952-53, will probably be one of the great pivotal periods in the historical progress of American public education.

Through the depression years, followed by the second world war period and the hectic postwar remobilization, the American school systems have accumulated many serious problems which demand the concentrated attention of school administrators as well as the rank and file citizens of most communities over the land.

We need only enumerate a few of them to verify this observation: The outward thrusting pressures of community growth; the chain reaction of expanding birth rates and the multiplying hordes of schoolchildren for whom so many communities are not prepared; the problems of financing public education; the awakening of parent interest in what takes place inside the classroom; the attendant psychologically immature behavior of a scattered few in many communities as they "view with alarm" the changing patterns of learning and teaching; the frustration and fear which grip so many because of the great social and political conflicts growing out of an unstable world distraught by a not-so-cold war and the impending threat of an atomic Armageddon.

My belief that this is a turning period in public education is predicated upon the evidence that: Administrators are learning to employ the principles of domestic action in educational planning; Teachers associations are becoming more all-inclusive in membership and more mature in their

consideration of problems confronting the profession; Citizens are encouraged to share more fully in educational planning, and in offering constructive criticism for educational improvement; Destructive and unwarranted criticism upon public education and educational leaders is being isolated and effectively answered by the citizens in the local communities, by our professional associations, by national leaders, both laymen and professional educators; Professional leaders are doing a little less talking to themselves, and a little more attention is being given to involving citizens in local, state, and national educational deliberations; Organized groups of laymen are becoming more influential in taking the lead in behalf of "good schools for our time." It is also most encouraging to note that some of the great national organizations representing business, industry, and labor are reappraising their obligations to the public schools of the nation.

As we are recalled to our assigned task by the tolling school bell, it is my hope in accordance with the demands of the times there may be found in every administrative post the consecration essential to the task, and the courageous leadership necessary to capitalize on these hopeful trends in this fateful year in our country's history.

Looking forward to seeing you at Atlantic City at our February 1953 meeting, I am

Cordially yours,

VIRGIL M. ROGERS, President A.A.S.A.



Evanston's

ARE you having trouble filling the most interesting job in town—that of school board member? Is it hard work persuading people long on conscience and intelligence and short on self-interest and axe-grinding to let their names go on the school election ballot? Has everybody's business become nobody's business, so that school board nominations are left to chance? If so, then you might like to visit a school caucus meeting in Evanston, Illinois, and see how one community has managed for 20 years to find top-flight board members with a minimum of friction.

Evanston is Middle Western suburbia with a difference. The first difference is that it is bigger than most suburbs. Seventy-three thousand people call it home—big enough for everyone not to know everyone else—small enough so that it is still possible to keep track of what is going on and be effective if you want to be. A large proportion of Evanstonians—the town never can agree on how large—commutes to Chicago every day.

But unlike most suburbs, it has rich tax-paying businesses of its

MRS. LAWRENCE B. PERKINS
Evanston, Illinois
Mrs. Perkins, wife of the noted school architect Lawrence B. Perkins, is an outstanding figure in community work and has taken an active part in many of Evanston's civic projects.

own, for it is the largest quality shopping center in the Chicago area outside the famous Loop. It also has a great university—Northwestern—stretching along its lake shore. The university created the town, has done much to guide its development, and is still its biggest single business and guarantee of stability.

Two School Districts

Like many Illinois towns, it has had a plentitude of school districts. Once upon a time it had six. Now it is down to two, one elementary and one high school district. The last reduction, from two to one elementary district, took 50 years of trying and happened only last year. Three districts have meant in recent years 25 school board members. Somewhere each year seven to ten candidates had to be found—no job to be

taken lightly, even in a town like Evanston with a wealth of good material.

The legal mechanics of nomination and election have always been easy enough. All a potential school board member needs is citizenship, two years residence in the district, 50 signatures on a petition—and enough votes to get elected. Since Evanston voters, like most Americans, are very lethargic about local elections, "enough" votes for election may mean anything from 300 to 1000—of the 43,000 registered voters. This, school-conscious Evanstonians decided, left too much to chance—and the axe-grinders. Even chance and the axe-grinders might forget some year that the school board elections rolled around every April.

Caucus Is Born

The depression of the 30's and the hue and cry to reduce taxes—with the schools a good place to start—spurred some of the citizens who believed that the schools were Evanston's greatest asset and soundest investment to take action. The threat of a school board dedicated to the "what - was - good - enough - for - my - grandfather - is - good - enough - for - these - children" philosophy of education made plain the need for some thoughtful and continuing method for finding qualified candidates. And so the caucus was born.

Civic leaders in the Evanston Council of School Clubs carried the ball. The Council, representing all the individual Parent Teacher Associations, did not wish to dominate school board nominations. They wanted other groups of citizens, particularly some of the men's civic organizations, to participate. They

Caucus—Guardian of its Schools

found a real friend in Loren Meyer, secretary of the Chamber of Commerce. He sent out the call to the caucus, and served for over 20 years as caucus secretary. Together men's and women's organizations worked to interest other civic groups in joining with them. Essential to their success—and to the prestige which the caucus has since enjoyed—were the civic prestige of these founders and Evanston's confidence in their complete lack of self-interest.

Neighborly Informality

In its infancy the caucus operated with neighborly informality. There were no printed rules, no officers except for the secretary. Eventually, written rules came into being dictated by the voice of experience. Eventually too, the caucus acquired a steering committee and a chairman.

Today in Evanston there is only one elementary school board of seven members. Each year the town has to elect only two members and the president of the board. Because of the smallness of the board, however, it is more important than ever that the most qualified candidates be sought. Now there are two caucus meetings a year, a fall meeting for organization and general discussion, a spring meeting to nominate. A visit to the fall meeting will tell the visitor the most, for time is always set aside to explain the caucus.

Fall Meeting

You will see the delegates of 46 Evanston organizations assembled in public meeting, two delegates for each organization, plus the elected caucus officers. The organizations represented here have a concern for children and the public schools. There are no political groups, no church

representatives. There are no fly-by-nighters, organized to carry a temporary torch for some cause or the other. An organization must have existed for two years before it can apply for membership.

The Parent Teacher Associations are the most active, but they may at no time represent more than 50 percent of the total membership. The roll call is a reading of different aspects of Evanston's life: the medical and dental societies, the Boy Scouts, the American Association of University Women, the American Legion, the Evanston Real Estate Board, several women's clubs, the Chamber of Commerce, the Interracial Council, most of the service clubs, the YWCA, the YMCA and the Evanston Safety Council. In addition to the fifteen public school PTA's, five parochial

schools and one private school which are members of the National Congress of Parents and Teachers belong to the caucus. Each member contributes one dollar each year for dues.

First business of the meeting is the election of officers. Steering the caucus is the Executive Committee, consisting of a chairman, secretary-treasurer and seven other members. These nine people also function as a screening committee for nominations. The chairman and secretary are elected for one-year terms. With one exception, the other members of the Executive Committee are elected, two each year, for staggered three-year terms.

Any member in good standing of a member organization of the caucus, who has lived in Evanston for two



Northwestern University created the town of Evanston and has done much to guide its development. It is still its biggest single business and guarantee of stability.

years, is eligible. Caucus members try to keep the Executive Committee a cross-section of the membership. To avoid the possibility of continued domination by one group, only the secretary may be elected to serve for more than three consecutive years. The caucus chairman may serve no more than three consecutive one-year terms. The ninth committee member is the Caucus Chairman of the PTA Council. This *ex officio* membership recognizes the PTA's special concern for the schools and its long experience in the caucus.

Once the officers are elected the delegates may vote changes in the rules or accept new organizations to membership. The rest of the organization meeting is every delegate's chance to ask questions and to be briefed on the business of board nominations.

Quest for Candidates

For the next ten weeks after this organization meeting, the caucus members are on the quest for qualified candidates. How they go about the quest is up to them. Some schools set up special committees. Other clubs ask their legislative chairmen to get suggestions from the membership. The board of the club, of course, must approve the names before they are sent to the caucus secretary.

Caucus rules say little about qualifications. Personal integrity, an interest in Evanston's children and their schools, an understanding of what the community expects from its schools and how much it can afford to pay them—these are the unwritten prerequisites. Evanston parents seem to prefer that board members have—or have recently had—children in the public schools. Candidates must affirm their willingness to run if nominated by the caucus. Any candidate whose name has already been petitioned and filed may not come before the Caucus for endorsement.

Every school is urged to send in recommendations. Everything else being equal, the caucus strives for a board that will be representative of the different sections of town, but the principle of the right person for the job takes precedence over all geographic or sectional considerations.

There is grumbling, of course. Most people, once it has been explained, understand that a seven-member

school board cannot possibly have a representative from every special group and that a board elected to represent special interests, geographical or otherwise, would result in group pressures replacing the general good as a basis for making educational policy.

Sex is the one "special interest" given consideration. Because the men members are usually unable to do much school visiting, there are usually two women on the board. The women also have greater access to the local grapevine, over which come the plaints and praises of the citizens.

Limit Terms

Caucus rules do set a limit on the number of terms a board member may serve. Like everything else about the caucus this limitation has only the legal force of a gentlemen's agreement. Illinois law sets no limit. Evanston has a wealth of good school board material. The caucus recognizes the value of experience, but also feels that reasonable turnover ensures a larger group of citizens deeply interested in the schools and well versed in their problems; hence the caucus limit of two consecutive terms of three years each, "except in the event of unusual circumstances or conditions."

Member organizations file their suggestions in January with the caucus secretary. Individuals may also send in names. There may be anywhere from twelve to twenty suggestions, sometimes more. From these names the Executive Committee carefully selects those who its members believe will make up the best balanced board. They select two names for each vacancy for consideration by the caucus.

Nominating Meeting

By the time the Executive Committee has made its choices, spring and the elections are in the offing. The call to the nominating meeting, to be held a month before the election, goes out. With the call goes the list of all the nominations received by the caucus secretary, followed by the names of those finally selected by the screening committee. The local press publishes the entire list. There is no secrecy.

At this second meeting, the slate is presented. The double slate, a new innovation, ensures competition. Un-

til this year the screening committee submitted a single slate, except on rare occasions when it found itself evenly divided on a recommendation.

Caucus rules also permit the delegates to nominate from the floor if they are not satisfied with the recommendations of the screening committee. Any one organization may nominate from the floor, but it must be from the list of original nominees considered by the Executive Committee. No one may pull a brand new name out of the hat. Nominations from the floor almost never happen, however—hence the desire for a double slate.

Once the nominations have been made, ballots are distributed and the delegates vote. The candidates with the largest number of votes are declared the official caucus candidates. Fifty delegates sign each petition as required by law. The caucus has finished its work for the year, unless a write-in campaign threatens.

Criticisms

What criticisms are made of the caucus? The most frequently heard criticism is that it is composed of a small group of the same people who "control" school board nominations year after year. This criticism usually stems from ignorance of caucus procedure. Over the years a great many people in Evanston have served. The turnover has been so complete that it has been difficult at times to uncover an authority on caucus history and rules.

The caucus cannot possibly "control" nominations. Any individual or organization wishing to make a school board nomination may still obtain 50 signatures on a petition and the name will appear on the ballot on election day. Because of the small turnout of voters, even a write-in campaign can be and has been successful.

What the caucus does ensure is that on every school election day the voter will have a chance to mark his ballot for candidates thoughtfully selected by 46 of Evanston's leading civic organizations. Judging by the reputation Evanston schools enjoy, the caucus has served the city well. Its continued success will depend upon the degree of political maturity evidenced by its members, and on the prestige and the tact of its leadership.

SCHOOL PLANT

News & Views

From Mountain Hill To Opossum Kingdom*

A long-range school building program has been recommended to the board of education of Greenville County, South Carolina, as the outcome of a survey of school building needs of the school system.

Greenville County has recently reorganized, combining 82 school districts, including those in the City of Greenville, Parker School District, and the City of Greer, South Carolina, into a county unit school system. The Survey Report, of which the two summary volumes have been released, includes estimates of future enrollments, analysis of existing school buildings, a forecast of general educational procedures, and a proposed school building and modernization program.

The early priority school building projects include thirteen new Negro secondary and elementary school buildings and additions, and five Negro schools slated for additions and rehabilitation. A series of schools for white children are given next highest priority in order to eliminate serious safety and health hazards. The total cost of the first phase of school building construction is estimated at somewhat less than eight million dollars, of which \$5,212,000 is earmarked for Negro schools. Virtual replacement of the school plant for Negroes is envisaged in the report, with the exception of the Sterling High School and four elementary schools in the City of Greenville.

The total estimated cost for the long-range program covering the next fifteen years is \$25,156,500,

*These are the northern and southern boundaries of Greenville County, which promises to have in a few years a completely reconstructed school plant.

'Controlled' or Stimulating Environment?

THE truly great advances in school plant planning are before us when we shift our concentration from the "controlled environment," precious to gadgeteers, to the stimulating environment, precious to education.

A clock in a room can crawl to the end of a period or tick a tale of time around the world (gaining a day at the International Date Line). A door can be closed with relief or opened with eagerness. The educational detailing of a school plant is the key to improvement.

Lacking such an approach, we build only monuments to ourselves, and little children clamber over the cold stone and peer into blank, unseeing eyes.

Stanton Leggett
Engelhardt, Engelhardt and Leggett
Educational Consultants

with a total of 81 proposed projects.

The School Building Survey is of note in that it is a three year continuing survey. The Educational Consultants (Engelhardt, Engelhardt and Leggett) will continue their analysis of the school building problems of the county over the next three years, a procedure that has been found to be extremely helpful in dynamic, growing communities such as Greenville County. A series of volumes of supporting data is in preparation by the consultants. Re-analysis of school population forecasts will be made periodically. Studies of separate problems such as needs for school system administrative and service spaces, education for the thirteenth and fourteenth year, and the like, will be made in the course of the continuing study.

Future Hotel Managers Learn by Doing

The new \$4,000,000 Student Union Building of Oklahoma Agricultural & Mechanical College, Still-

water, Oklahoma, is not only ministering to the comfort of students, faculty members and visitors, but is also serving as a realistic "classroom" for A & M's progressive School of Hotel and Restaurant Administration. This Student Union is one of the largest in the country and the largest in the Southwest.

Dining Facilities

Although the 6-story building has only 84 guest rooms and baths, it has fifteen separate dining facilities which student hotel managers are operating to learn their art through practical experience. The fifteen restaurants and banquet rooms can serve up to 2,000 persons at a sitting.

The kitchen and six of the dining rooms are on the first floor of the Student Union. The eight other restaurants and banquet rooms are on the second and fourth floors, linked to the kitchen by three service elevators. With three automatic passenger elevators to carry guests, the Student Union Building can handle six banquets at one time.



A Community Builds its School

ON April 1, 1950, a bond issue which proposed the building of a new elementary school in the Beecher Community Unit failed. Thirty-eight percent of the registered voters in the district voted that day, and 62 percent of these said "No" to the proposed new school and the bonds that would finance it. After the election was over, one voter was heard to say, "I'll never vote for selling bonds for something I don't understand or know nothing about."

Knowing that a general lack of understanding by the voters had contributed to the failure of the bond issue, the school board of education of the recently formed community unit school district decided to examine the school system, with the help of the citizens themselves, in order to promote better understanding of the schools' problems.

A few months after the failure of the bond issue, an agreement was made with the Field Service Division of the University of Illinois to provide guidance and technical help for

JOSEPH C. PAYNE
Administrative Intern
Office of General Superintendent
of Education
Indianapolis, Indiana

a self-survey of the Beecher school system.

Citizens' Survey Committee

On September 25, 1950, a citizens' survey committee was formed. Citizens from all parts of the school district were invited to an organizational meeting. Plans were made to study the needs of the school system and to develop a long-range plan to meet those needs.

Persons interested in the school plant organized a subcommittee to study existing facilities. Another subcommittee planned to examine the composition and distribution of the pupil population. Another group of members studied the financial picture of their school district.

Since technical help was needed in studying the educational aspects of

the school, a committee of local teachers was called on to examine possible curricular improvements as well as the implications of these improvements for school construction. A student committee was formed to provide the local background for the survey: the history of the community and its economic, social, and recreational resources.

A public relations committee was formed to provide the citizens' survey committee with two-way communication channels with the community, and to keep the community informed of the self-survey as it developed. As each subcommittee gathered facts and figures about its own specific area, the community was constantly informed through the local newspaper which published news articles on the progress of the survey.

Six Months Later

Six months later, after many group meetings, each committee presented its work to the central survey committee. This data was integrated and



Beecher citizens meet to study long-range plans to meet their school building needs.



with Understanding

several alternative long-range building plans were devised by a special steering committee composed of the building committee and representatives from each of the other subcommittees. These alternative plans were then presented to the entire central survey committee.

A final meeting of the citizens' survey committee developed a long-range building plan arrived at through group consensus. This plan, though fully documented and supported by data gathered by the individual subcommittees, was capable of being easily explained and interpreted for the voters by the public relations committee. A complete report was printed and distributed throughout the community, while plans were made for more fully publicizing the conclusions arrived at by the central citizens' survey committee.

At this point, the public relations committee entered upon a second phase of its work. A summary of the complete survey report was written and distributed. News stories, sponsored advertisements, and cartoons drawn by the school art department appeared in the local paper. A mass meeting was held, complete with entertainment, food, and a well-informed panel of citizens' survey workers. On election day, multi-colored handbills, election notices and sample ballots were distributed by students and survey committee members. A small parade was held, featuring the school's marching band.

The Vote

On May 26, 1951, 57 percent of all registered voters of the Beecher Community Unit school district voted on the largest school bond issue in

the history of the town and surrounding country. Three-fourths of those who voted endorsed the proposal for building a \$425,000 school. This amount represented 83 percent of the bonding potential of the school district.

Many voters from both the city and the rural areas took time from their workday to cast ballots. On this

election day, many of the voters said, "I'm sure glad I voted in this election. I knew what I was voting for."

A new school is being built in Beecher, Illinois. Its foundation is of stone and mortar, but its success is founded in understanding and in the democratic action of citizens virtually interested in the educational well-being of their children.



A teachers committee is named to examine curricular improvements affecting school construction, while students contribute a study of the community's history.



'The Acalanes Story'

A Motion Picture Documentary

If one picture is worth a thousand words as the Chinese are reported to have claimed long ago, why not use motion pictures as the medium in a report of schools to the public? So reasoned the superintendent and board of trustees of the Acalanes Union High School District, Contra Costa County, California, last spring when they decided to issue their first report, an account of district progress during the past five years.

The Acalanes Union High School District, organized in 1940, comprises about 70 square miles and adjoins the Oakland and Berkeley, California, Unified School Districts

NEIL M. PARSONS
District Superintendent
Acalanes Union High School District
Lafayette, California

to the east. It is rapidly changing from a semi-rural to a suburban residential area, and beginning with the end of World War II in 1945 has experienced an extremely rapid growth. Since its organization in 1940, high school enrollment has trebled, with even more rapid growth facing the district in the next few years. With a constant influx of new residents, ever increasing school costs, the construction of a second high school under way, and a third

site being purchased, we felt that a "progress report" was called for.

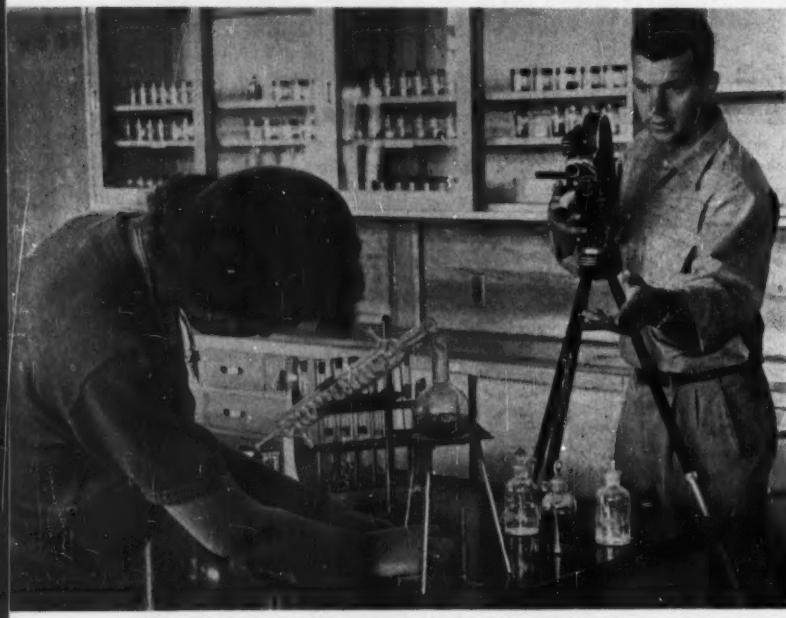
Movie Planned

After thoughtful consideration, the idea of a printed, illustrated report was discarded in favor of a sound motion picture in color. Our decision was no doubt influenced by the fact that we have an active audio-visual department and a teacher on our staff who has had some experience in planning and photographing semi-professional films.

A committee consisting of the above mentioned teacher, the audio-visual director, a speech teacher, our public relations director, an art teacher, and the curriculum director was assigned to work with the superintendent in planning the report. We knew of no similar report produced by a school district or system, so we had no particular points of reference. Because of the comparatively large number of local improvement associations, service clubs, PTA's and cultural and social organizations in the district which hold regular meetings, it was decided to tailor the film to run 30 minutes so that it could be incorporated into the programs for their meetings.

Film Features Instruction

It was further decided at the outset that the major part of the film—about two-thirds—should deal with the instructional program. This in turn was broken down into the academic departments and various non-academic and activity type classes. The remainder of the film would show the student activity program, services such as health, transportation and cafeteria, certain financial statistics, enrollment growth and adult program, and growth of the



Photographer directs a chemistry student before taking a close-up in class.

Acalanes High School plant during the past five years.

The sound track was to be added after the film was completed and was to be the particular responsibility of the speech teacher. This aspect of the work and the cutting of the film turned out to be the most arduous part of the project.

Shooting time consumed five days, not counting a few retakes. The cameraman was assisted by two students from his Home Movie Production activity period. They used 1,800 feet of 16 mm. Kodachrome daylight type film (1,300 feet appeared in the finished film). In classrooms, where all north walls are glass, he used five blue photo floods in reflectors to balance the blue light from the north sky. Using a tripod and exposure meter for all scenes, the picture was taken with a Bell and Howell model 70DA with F 1.5 lens and rewind crank. A wide angle and a 4-inch telephoto lens were available but little used.

Realistic Effects

In planning the classroom scenes we were careful to make them realistic, not posed. Many of them are closeups: a boy correcting a written theme in an English class, the fingers of a girl learning to type, a student operating a drill press, a radio being repaired. Others show activity limited to a portion of a classroom, such as a teacher illustrating an algebra problem, a group of girls in Homemaking serving a meal, a chemistry experiment, a pupil demonstrating at the blackboard, reference work in the library. Many very effective outdoor action shots were made, including a girls' modern dance group on the lawn, physical education classes, a swimming race in our outdoor pool.

Graphic Illustration

While one of the early scenes in the film shows a panoramic view of our present 32-acre campus with its buildings, lawns and playing fields, photographed from a nearby hill, the progressive growth of additional facilities is demonstrated by pictures of a large drawing of the school plant with additions since 1945 shown in contrasting colors. The size of the transportation system is recorded by an angle shot showing the first two or three of thirteen parked



The committee plans the color and sound movie documentary on Acalanes High School: the superintendent, administrative assistant, superintendent of instruction, the director of audio-visual education, and the photographer-script writer.



The high school newspaper staff at work. Two-thirds of the film deals with the school's instructional program showing the various academic and activity classes.

transit type buses pulling up into position to receive their passengers. The running commentary tells briefly how many trips are made and pupils transported daily. Past enrollment growth and predictions for the future are pointed up by use of colored figure charts with a hand and pointer calling attention to them in connection with the spoken text. The commentator also calls attention to sources of income and expenditures shown on closeups of "pie charts." In similar fashion colored bar graphs put across other statistics, such as costs per pupil and increase in teachers' salaries.

In actual sequence the film starts with the superintendent handing the

film to the president of the school board and then its showing at a board meeting. After introductory music and titles a short history of the district is given by a student in a speech class, with a mural of the area in the background. Following this, the instructional program is shown, then the activity program, and also construction work on a new high school. The narrator at various points refers to statistical matters, using charts, graphs and diagrams prepared in advance by art classes. The narration ties the whole production together, getting across many ideas not actually pictured, such as the continual use of our school facilities by evening adult classes and



meetings of many area organizations. The film ends with a shot of massed students' faces looking upward (photographed from above) and words to the effect that it is for these young people and their futures that our schools are provided.

In producing this film, called *The Acalanes Story—Five Years of Growth*, about three months elapsed from the first planning stages to the completed film. The most time-consuming phases were the actual planning of particular scenes to be filmed and the cutting, writing and synchronizing of the narration. An Eko

One of the scenes shows a typical English class in session.



Not without its cheesecake, the film shows the girls' swimming activity. (The girl in charge, Barbara Stark, represented the United States in the Olympic Games in Helsinki.)



The movie draws favorable response from the local Lions Club as they view the report during a noon luncheon.

tape recorder was used for our preliminary sound recording, but the final narration was done by our speech teacher in the professional studio which developed and printed the film. This studio also furnished introductory and closing music for the film. The total cash outlay for this 30-minute film in sound and color was approximately \$600, about 15 per cent of what it would have cost if produced commercially.

Public Applauds

The first public showing of the report was to an audience of 1,200, mostly parents, in our auditorium. The students had seen the film the week before. Without any promotion on our part, requests for showings began to come in from service clubs and other organized groups of the district. A nearby university showed it to a graduate class in school administration.

What school district report has ever been given such a reception? Ours is effective because it has action, color, and sound. It shows pupils and teachers *doing* things: working in the classrooms, enjoying their lunch in the cafeteria and participating in co-curricular activities. By picture and narration our expansion problems are pointed up and certain financial and statistical facts put across.

Better than Annual Report

Comments from citizens who have viewed the film have been universally complimentary. One former board member said he was glad "to see that the students looked happy." Another businessman remarked, "I've never been in your high school but I'm glad my children will attend it." Person after person, most of whom formerly lived in other areas, have remarked that the film was entertaining, easy to understand, and enlightening. When queried, every one of them admitted he had never read a printed annual school report. One man said he had once seen one, but it looked too much like a bank's annual statement.

We hope that before the film is out of date over half our citizens will have seen it. Through what other medium, except possibly television, can a school district present its policies, its program, its problems to its public so effectively?

Public-Address Systems for Test Administration

"TESTING — 1 — 2 — 3."

This phrase is familiar to anyone who is acquainted with the preparations necessary for the effective use of a microphone. However, these words gained a new connotation last fall in Portland, when for the first time the public address system was used for the administration of the annual achievement testing program in the two junior high schools which were equipped with the facilities to make this possible.

Testing is a very vital part of our educational program; yet it does cause interruption of the regular work of a school, and in a departmental setup it often entails rearrangement of classes and rooms. The local test director seriously pondered ways and means to make our testing procedures more efficient, finally coming up with the following idea: Why not make use of our up-to-date intercommunication facilities for testing as well as for other types of message relaying?

The plan found ready support from the principals of both junior high schools as well as from their teaching staffs. Two major advantages were evident at once. The classes could proceed from room to room on regular schedule, the breaks between the subtest groupings coinciding almost to the minute with the period schedule of the schools. This allowed the seventh grade to pursue its customary classroom work, hardly aware that a school-wide testing program was going on in the eighth grade. Furthermore, the differences in individual teacher administration of the test were cancelled out, and although this is only a minor matter, perhaps, it still is one of those variable factors in testing which may influence the scores one way or the other.

On the morning of October 17, the testing program got under way. A check of the reception in several of the rooms showed that all seemed to be proceeding smoothly.

MARGARET E. ALLEN

Director of Tests and Measurements
Portland Public Schools, Maine

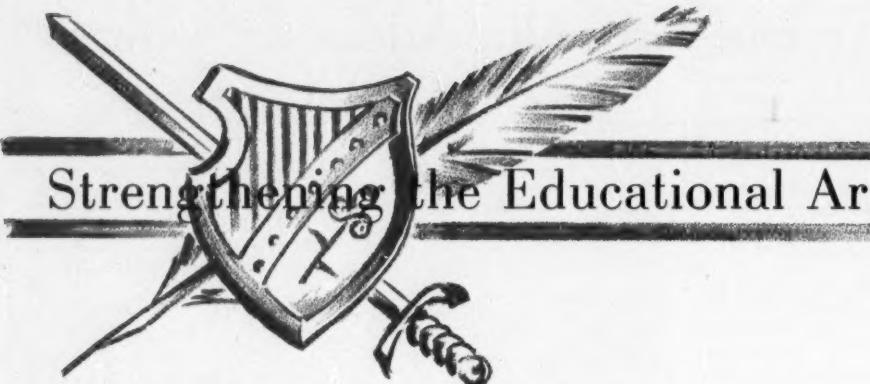
Exactly two and one half hours later the test booklets were closed. The entire test (Stanford Achievement Test, World Book Company, Yonkers, New York), excepting spelling, had been taken over the school's public address system. (The spelling test was dictated during the usual noon period due to the school's divided lunch hour, an administrative function which could not conveniently be interrupted.)

Again, on November 8, the same procedure was followed at the King Junior High School. And as before, the testing program went with nary a hitch nor a halt. Both principals and teachers were sold on the idea and were enthusiastic in their praise of this method of test administration.

Planning, Organization

Such a program could not be put into operation without much careful preliminary planning and organization. Each teacher had been given specific instructions beforehand, and on the day of the test teachers of eighth-grade classes were given the test booklet plus directions for administering. This latter was a precautionary as well as an educational measure, so that if the electrical facilities failed or a "gremlin" intercepted our plans, the individual teacher could pick up immediately and carry on without a lag. However, everything proceeded according to plan and schedule, both teachers and pupils taking their cues perfectly. The results in both schools were most gratifying.

The plan works in Portland. It may have been used in other places, but if so, notice has escaped us. Perhaps in this new venture, Portland may help Maine in another way to live up to its motto, "*Dirigo*" ("I lead").



Strengthening the Educational Armor

NOT in this half-century have schools been under as much public criticism as now. Some of the complaints have been constructive and will be of great value as attempts are made to overhaul education. Other attacks have been made with little foundation and have taken an unfair advantage by the heated generation of public prejudice.

The Pasadena case was one such attack. It made questionable charges against the schools and stirred up public sentiment to a pitch that demanded the discharge of the superintendent. The Port Washington and Englewood, New York, cases; the Denver case; the Eugene, Oregon, case; the Palo Alto, California, case, have all been organized attempts to discredit public education in these areas, mostly by charges that children are not taught fundamentals in basic subjects and that the schools cost too much money.

There is little ground for the claim that schools are weak in the teaching of fundamentals. Specialists and research directors have kept the subject matter offerings strictly abreast of the times.

The results of the same tests given to children of different generations indicate that the pupils of the present age have nothing to be ashamed of. Whether in spelling or any other subject, the boys and girls of today do better than those of any previous period.

Vulnerable Spots in the Armor

But no institution is so good that there are no loopholes. The schools are good, but not so good that they

W. W. LUDEMAN
Dean
Southern State Teachers College
Springfield, South Dakota

cannot be better. If one were to criticize public education constructively, some of the following phases would come in for overhauling:

1. *Teaching the whole child.* Too often the public evaluates school results in terms of subject matter only. There are many other aspects of education: to stimulate pupil interests, create attitudes, establish ideals and develop character. These are essential to the whole child. Some say that these outlying areas should be the province of the home and church. True, all social institutions have a part in full child training, but the school does not escape responsibility on that account.

2. *Personality development is vital.* The schools do much for the physical and mental sides of child growth. Only in late years have we begun to take an interest in the personality side. Much more should be done. The teacher is in a most strategic position to help the pupil with his frustrations, complexes, conflicts, fears and other personality problems. And all children have them. The schoolroom should be a veritable clinic to diagnose child emotions and maladjustments. Teachers must make more of an attempt to direct youngsters toward higher levels of integration and happiness.

3. *Too many pupils are undiscovered.* Far too many boys and girls never really find themselves. They need help toward this discovery, but

rarely do they get it. The school should help the child to uncover his greatest potential talent. There are far too many potential artists, teachers, and other specialists who remain undiscovered and go through life doing something else in a mediocre way.

Basic Needs of Schools

To eliminate these loopholes in the educational armor, it will be necessary to do these things:

1. *Improve teacher training.* The teaching staff of the elementary and secondary schools is too unselected, inadequately trained and radically underpaid. For this important service the candidates should be screened especially carefully, given a minimum of four years of preparation, and a salary that will not only attract good people but hold them for long and worthy service.

2. *Improved support for schools.* It is hard to justify the fact that America spends more for hard liquor than for education, more for automobiles than for schools, and the crime bill in the nation is twice that for the education of boys and girls. Less than 4 percent of total national income goes to the schools. If support could be increased to guarantee improved salaries for the teachers, additional staff members such as recreational directors and psychologists, better equipment and instructional materials, most of the weak spots in the armor could be strengthened. This added expenditure of public funds would do far more for national welfare than a similar sum spent for any other purpose.



The Effects of Suburban Life on Communities and Their Schools

IN recent years the educational picture in areas adjacent to metropolitan centers has changed markedly, and the changes possess significance to educators, whether they work in city, suburban, or rural areas.

It is generally admitted that the people who move into rural, semi-rural, and suburban localities are the younger folk, just beginning to rear families, who seek space for the building of their homes. They want to put down roots for their families, and they are willing to begin anew socially in their new environment while retaining their economic interests in the business areas of the city to which they commute. These "immigrants" typically possess characteristics of significance to those working in the field of education.

In the first place, because they do not depend for their living directly upon the soil, as many of their long-established neighbors do, they desire a broader, many-faceted kind of education designed to prepare their chil-

THOMAS E. ROBINSON
Superintendent of Schools
Mercer County, New Jersey

dren for a wide variety of vocational and avocational objectives.

Second, they tend to have younger and more children than their long-established neighbors, and thus have a stronger and more immediate interest in their educational program.

Third, not being acquainted with the social, economic, and educational traditions of their locality, they do not permit such traditions to serve as deterrents to their desire for rapid change.

Newcomers Are Independent

Fourth, they tend to stand upon their own feet, expecting no deep respect for their own background and accomplishments, and granting little to the local leadership which has spent many years in building up the power it possesses.

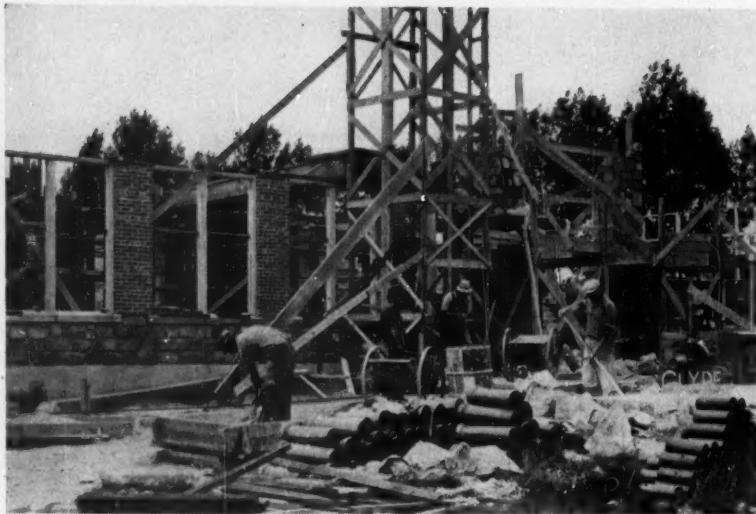
Fifth, realizing that their children

need educational advantages now, they are disinclined to accept progress at the pace which has been traditional among their old-time neighbors.

Sixth, because their economic interests lie outside the community in which they live, and because their roots are so newly planted, they are inevitably considered as "foreigners" attempting to disrupt and subvert the customs upon which the community has come to depend for security.

Seventh, because their homes tend to be smaller and less impressive than those of their long-established neighbors, there tends to arise the conviction that the voting weight they assume is disproportionate to the investment they have made in the community, as are also the taxes they pay compared with the number of children they have to educate.

A final characteristic is very meaningful. The new arrivals have come to their new community from many places. Each has remembered the best things in the schools his former



Since taxation ratables rarely rise as fast as the number of children to be educated, costs of new school buildings often pass beyond the legal ability of districts to float bond issues.

community possessed. Each wants those things in the educational program for his children. Their past experiences supply them with visions of desirable educational practices.

As a result of these and other factors, there is a ferment that is metamorphosing the rural and suburban communities. The stepped-up pace of progress inevitably produces challenges to the treasured power of the local leadership. The long-time resident is almost forced into the role of conservator of traditions, of right-wing reactionism, while the newcomer is labeled a progressive, a radical, a destroyer of all that is good in the community's heritage. The stage is thus set for struggle.

Changes in School Support

Let us examine some of the changes in school support produced by the rapid influx of people into suburban and rural communities.

Taxes rise painfully because a large proportion of school costs in new residential areas must fall upon the home owner. Attractive residential areas usually do not have heavy concentrations of industry to share the costs.

Low property assessments, which helped to lure the newcomers, tend to vanish as the community tries to keep its tax rate down while educating the large number of children coming from small homes. Farmers

and large-estate owners find themselves disproportionately burdened to educate the newcomers' bountiful supply of children.

Since taxation ratables rarely rise as fast as the number of children to be educated, housing schoolchildren in new buildings often passes beyond the legal ability of districts to float bond issues.

Costs rise until burgeoning services require as much money in taxes as do the nearby cities. Then comes the cry in many quarters for annexation or consolidation.

A concomitant question of equity usually appears when industry settles in one community and its workers in another. One community obtains industry's taxes, while another community supports the education of the children of its workers.

Changes in Type of Education

To meet the diverse needs of its more-differentiated pupil population, schools are expected to change rapidly in the quality and quantity of their courses. Wider offerings, many curriculums, specialized services, high accreditation and, often, larger schools are demanded. Tenure and other factors notwithstanding, schools are expected to meet new educational standards quickly, which usually means active participation of personnel in in-service programs. Administration, a key instrument and a

key target, is frequently torn between two factions, unable to please either in the transitional phases. The administrator has difficulty in staying ahead of the people, and similar difficulty in bringing the people along uniformly in their demands for educational improvement. Frequently he is a fatality.

Problems of Assimilation

Other tremendous tasks are the assimilation of the many new children with their differing viewpoints and backgrounds; the skillful handling of citizen groups, a type of leadership for which the incumbent superintendent frequently has had little training; and the rapid provision of special facilities to care for such exceptional individual differences as are represented by the orthopedic, hard-of-hearing, low-ability, visually handicapped and physically weak pupils.

Altogether these are times of growth, sociological ferment, citizen activity, financial reorganization, and rapid educational planning. The best school administration, able to use group planning processes, is a must for communities in the midst of such changes.

The present era is unique in problems and opportunity. For it is in this period of ferment that the educational quality of the nation's public school system can be almost revolutionized.

Custodial Employment Practices in Texas Schools

THE IMPORTANT ROLE that custodians play in public schools today demands that administrators give careful attention to their employment. To discover the principles and procedures used in Texas, a study was made of 133 school systems in cities ranging in population from 2,500 to over 50,000.

General Information

The study disclosed that in small and medium-sized schools the custodian is appointed by the superintendent and is responsible to him. In the larger school systems business managers, supervisors of custodians or principals select the custodian, who is most often directly responsible to the principal.

No established salary schedules were reported, but the average beginning salary is \$160 a month. All but three of the school systems reporting keep their custodians employed during the summer. Additional wages for overtime duties are paid in 106 systems. The smaller systems usually do not give overtime wages. Retirement for all custodial personnel in Texas schools is available through the state teachers' retirement system. Fifty-five schools include custodians in group insurance or hospitalization provisions.

Probation and Promotion

Only 39 of the 133 systems employ new custodians on a probationary basis. The stated probationary periods range from two weeks to one year. Promotion bases include merit rating in 65 school systems and length of service in 42. Systematic in-service training is provided to custodians in 47 systems, mostly the larger ones; but many superintendents expressed a desire for a standard training course for their employees.

Of the 133 schools, 130 require personal interviews of applicants for custodial positions. United States citizenship is required by 108 systems, but only fifteen require custodians to pay poll taxes. In 54 cases preference was expressed for married applicants. Ninety-seven systems require information as to marital status and number of dependents. Applicants living in the community are preferred by 114 superintendents. Veterans are given preferential status in 43 systems, but comments indicated that few veterans had applied for custodial work.

In 118 school systems, prospective custodians are questioned as to their use of intoxicating liquor or drugs. The use of tobacco while on duty is permitted in 88 cases; however, the privilege is usually limited to stated times and places. Forty-one schools of all sizes employ women as well as men; although women are most frequently found in the larger systems.

A character reference is required of custodians in 118 systems. Thirty-nine superintendents require written reports from previous employers, and 29 ask custodians to state the facts of any litigation in which they have been involved.

Physical Requirements

Of the 133 superintendents, 124 stated that they consider the physical condition of applicants for custodial positions; the remaining nine gave no information on this point. Thirty-seven systems of all sizes require health examinations, stressing blood tests and checks for tuberculosis, small pox, and venereal diseases. In some schools a city health certificate is required. In 28 cases the applicant pays part or all of the costs of his examination. Physical defects or deformities not interfering with the

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discharge of specific duties are no bar to employment in 43 systems.

Seventy-five employers give applicants a personal appearance rating. Six systems require custodians to wear uniforms. Twenty-eight schools have set up age limits. The minimum beginning age mentioned was 21 years; the maximum was 65. In general, superintendents are finding it necessary to employ older men.

Education and Experience

Thirty-four systems ask custodial applicants for statements of their educational history. The tendency to require this information is stronger in the larger schools. Few formal tests of any kind were reported. In nine of the 133 systems, written or oral tests of information concerning the routine duties of custodial work are administered, and one superintendent states that prospective custodians are given an intelligence test.

Only six systems require previous experience in custodial work, many superintendents stating that they had to train their men after they were employed. An engineer's license is required by only two systems, both in large cities. Special application blanks for custodial positions are used in 21 systems of all sizes, most of them in the larger cities.

The foregoing information indicates that standards for qualifications of custodians are only fair, that beginning salaries are inadequate to meet present living costs, and that there is little uniformity in employment practices of different school systems.



By accenting the positive qualities of a child, the negative ones may more easily be improved.

Our Children Are Honest

OUR children are honest. This statement may be challenged by those adults who seem to get great satisfaction out of condemning our young people and exclaiming repeatedly that "the younger generation is going to the dogs."

We have evidence in our school that children are honest. We think that our children are typical of all children given the proper stimuli, guidance, environment and understanding.

We urge those detractors of children to do some self-evaluation and perhaps discover that they have fallen down in their responsibilities. They will undoubtedly find that they have been exercising that so-called prerogative of "passing the buck."

Schoolyard Drama

Have you ever seen anyone spot a nice shiny coin on the ground? Did the finder automatically pocket it or did he look around for someone who might have lost it?

Let's visit the school ground for a

moment. Joyce, a fifth grader, bends over and picks up an object. She then turns and starts walking toward the building. Keep following her as she enters the building and turns into the principal's office. She is greeted warmly and she says, "I found a nickel in the playground near the 'monkey bars'." She is given a piece of paper on which she writes her name, the date and the amount of money found. The money is wrapped in the paper and placed in a small box. The finder is praised and told that if the nickel is not claimed it will be returned to her at the end of the school year.

A few moments later the scene in the principal's office is quite different. A small boy enters in tears. He sobs out the story that his Mommie gave him 20 cents for his lunch and he lost a nickel. He is asked where he thinks he might have lost it and he replies, "I was playing on the 'monkey bars' and then I felt in my pocket and the nickel was gone." The principal smiles and reaches for

HOWARD E. IMHOF

Principal

Oyster Bay Elementary School
New York

the nickel Joyce turned in. Tears turn to smiles and the little fellow is happy again.

These scenes are repeated over and over. Children of all ages, from kindergarten to the sixth grade, turn in treasures they have found, and many an unhappy youngster is able to smile again.

Finders Keepers

During the year a relatively large amount of money is not claimed, and on the last day of school there is a traditional money unwrapping ceremony in each classroom. All unclaimed money is returned to the finders. In our school of almost 400 children, we returned \$7.78 in pennies, nickels, dimes and an occasional quarter at the close of school this year.

If anyone doubts that this is a

measure of honesty, let him closely check his own actions the next time he finds some money or other valuable object.

Test of Character

To those who might think that the children have so much money of their own that it is no test of their character to turn in the pennies and nickels they find, we can only say that we have a typical group of students from homes of all economic levels. You will see youngsters who have liberal allowances and those to whom a penny is a fortune handing over the money they have found.

The children not only return money but such things as fountain pens, rings, novelty jewelry, watches and other objects they might be tempted to keep. In addition, many items of wearing apparel such as gloves, hats, rubbers, sweaters and jackets find their way to the principal's office to be claimed by their owners.

Immeasurable Values

The handling of these details is time-consuming, but we feel we could never measure the values the children gain from this procedure. It helps the principal develop fine rapport with his students. Going to the principal's office is a pleasant experience. Each child receives praise and is treated as an important citizen and also learns to think of others. It helps to carry out the school policy of accenting the positive. By accenting the positive qualities of a child, the negative ones may more easily be improved.

The classroom teachers play an important role in developing the children's desire to be honest. These brief but valuable lessons provide real learning. No textbooks could ever equal these spontaneous lessons in character education.

We are proud of our children and they are proud of themselves. These examples of the finer qualities of children are refreshing in these days of great emphasis on the faults of youngsters. No one will deny that many children are in serious situations, but we as adults must accept our responsibilities and provide the guidance, environment and understanding that will allow children to develop the finer qualities they inherently possess.

A High School Senior Writes Graduation Thoughts

One day last June, the parents of a graduating high school senior attended their daughter's commencement exercises at a midwestern school. That evening, they found this note from her pinned to their pillow.

Dear Folks:

You may be wondering at this note, so I'll try and explain. Usually we kids think too much of what we want for graduation and fail to think of what you might want or deserve. When you think of it, what have we done to deserve your congratulations? We have just taken advantage of the wonderful opportunities which you have worked so hard to give us, never thinking of a reward or award but just hoping we'll turn out to be good citizens wherever we are.

You've given us your unselfish attention, helping us to think for ourselves and not depending on someone else to do it for us. You've taught us, not in so many words but by your actions, to be considerate of others and not to be so conceited ourselves.

You have given us a safe, secure home where we like to bring our friends and where we know they are welcomed too.

We've gone through some crises together, but with each others' help we've pulled through—and are better for it. You've given us a great respect for religion, not only on Sundays but also on Mondays. And in this age, that is one of the most important things.

When we have gotten out of hand or are up in the clouds too much, it is you who have to bring us back to earth, and I can see how that could be rather difficult. We all have certain phases we go through, and it is usually you two who have to put up with us and try to bear it out patiently.

Well, anyhow, I think that you're tops as parents and I wouldn't want to trade with anyone. I just hope that when I'm married and have a family I'll be able to do about half as well as you did and it would be perfect.

Thanks again for everything,

Sis

Is Your School Message Being Told?

PERHAPS some school executives may have had occasion to feel otherwise, but editors of their local newspapers genuinely desire school news and are willing to devote a great deal of space to it. Such was the finding of a survey made of fifteen selected newspapers of all types in southern California. However, in nearly every instance there was misunderstanding between school authorities and the newspaper editorial staff, ranging from narrow personal disputes to wide disagreement on policy.

Friction between superintendents' and publishers' offices may stem from an ancient spat over a misspelled name or a misplaced announcement, causing rifts that widen with every year and every typographical error. Yet, regardless of a given publisher's attitude, he knows that school news is a vital "must" for his newspaper.

In one southern California city there is a large daily newspaper with county-wide coverage whose publisher, an avowed enemy of public education, frequently airs his hostile views on his editorial page. Yet the city editor of this paper is eager for news releases from the schools of the county. "I will use everything they send me," he stated, "as long as it can be termed legitimate news."

Profits Before Service

A publisher of a country daily stated a policy substantiated in every instance by the survey. "Let it be remembered," he said, "that the newspapers that serve your districts are in the business to show a profit. Some

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administrators seem to feel that civic service should be an editor's first concern. This is not true, of course."

A "good" news story, by his definition, does not have to be a scoop. It must be a circulation builder; hence, the great emphasis upon names. There is a constant desire for coverage of events where large numbers of local citizens are involved, such as school sports events. Next in value to these "mass involvement" stories are those with a high degree of human interest. "Every school has a number of these floating around, waiting to be worked up," he said.

From the viewpoint of the newspaper editor, the type of story so frequently released by schools, concerned with the comings and goings of school executives to and from the numberless conventions and institutes they attend, draws a low news value rating. It is felt that there is nothing notable in this type of release except as evidence to the public that the administrator is being professionally alert.

All editors interviewed wanted news releases that were more timely, more local, more exclusive and more concerned with sports.

"Don't let it get stale," said the publisher of the *Orange Daily News*. "We receive long news letters from our local schools at the end of each week containing five or six releases over a week or ten days old. Naturally, we cannot use them."



Distinction should be made between news handouts intended for weekly and daily papers. Schools have made a practice of combining news stories into a general release package for both weekly and daily papers. Dailies complain that stories arrive too late to be of value, and make up for this by giving the "school beat" to their lowest ranking reporter. His coverage generally consists of attending school board meetings and little else. There is a tendency under these circumstances to disregard all news releases sent by the school, which, in consequence, receives inept and inadequate coverage.

For Dailies, Liaison

"There is no substitute for personal contact," says the editor of the Newport (Orange County) Press. Where school-press relations were most satisfactory, it was found that a representative of the school makes a practice of calling at the newspaper well before deadline each morning. He makes his call, armed with the day's releases, properly double-spaced and written in the style of the paper to which they are submitted. Where such a system is used daily papers consume up to 95 percent of the news released by the school. It was found that the journalism teacher generally had this chore. Student couriers were considered unsatisfactory.

factory since they had neither the knowledge nor authority to supply additional information when required.

Releases for Weeklies

Personal liaison with weekly newspapers is unnecessary and undesirable. The time element here is not as important as it is to daily papers. Weeklies operate with a slim editorial staff, usually two writers, who are worked to the hilt and do not appreciate preparing news stories from programs, outlines or telephone conversations. Weekly editors much prefer having the work done by the school newswriter. If the school executive provides weekly papers with properly prepared releases, he will be delighted to find that news of his district is occupying a large share of the columns in the weekly press.

Sport News

One key to good press relations is sport news. All the editors interviewed expressed a desire for improvement here. A number of editors were critical of the absence of sports coverage in the realms of publicity releases for the schools' administrative, academic and social activities. A weekly "future letter," prepared on the Monday preceding the week-end game, evaluating the home team and its opponent, was suggested. In addition, editors expressed a desire to re-

ceive a background brochure for each sport well in advance of its season, including a list of players with brief biographies, information on coaches, past records of the team, etc. This brochure, coupled with the weekly future letter, gives the newspaper adequate background information necessary to present sports news. All sports editors agree that they are responsible for covering the weekend game; any

attempt of the school to put out a release on results would arrive too late to be of value.

Deficiencies in school-press relations are not due to newspaper editors' failure to value school news. They do value it, highly. They simply want this news to be sent them in a form that they can use, in time for them to use it, and covering subjects which interest their readers.



If the school executive wants to get his school message into print he should supply the local newspaper with timely, exclusive news releases, before they get stale.



Sports editors like to cover the weekend game but want to be briefed with a background brochure for each season.



Textbook

IN reaching a democratic solution to the problems of the compilation, production, and distribution of textbooks, postwar Japan passed through three phases. First, there was a "negative" period, covering the deletion of militaristic and other objectionable materials in the wartime books banned by SCAP (Supreme Commander for the Allied Powers) directives, and the preparation and distribution of interim books to fill the gap thus left in the textbook supply. This was followed by the second period during which textbook specialists of the Ministry of Education, working with specialists of the Occupation, endeavored to write new textbooks in terms of the educational needs of the new Japan.

Educators Participate

During the third period, now in progress, the Ministry of Education monopoly in the textbook field has been broken, and educators in general participate in the compilation, review, and selection of textbooks. The Ministry is now committed to the policy of getting out of the business of publishing textbooks entirely, with the exception of the limited field of books for the deaf, blind, and other handicapped children. The number of revised textbooks that have been printed for the elementary and secondary schools of the country now totals almost a billion copies.

In 1947-48 the first textbooks were printed for the newly organized lower and upper secondary schools. During the first four years a total of 767,000,000 books were printed, of which 38 percent went to elementary schools, 50 percent to lower secondary schools, and 12 percent to upper secondary schools.

The disproportionate number of

texts going to the lower secondary schools is explained by the fact that after World War II compulsory education in Japan was extended beyond the six years of elementary school to include the three years of lower secondary school which are comparable to junior high school in the United States. Naturally, the need for new textbooks has been most pressing at this level.

Further evidence of the adequacy of provision for the lower secondary schools is furnished by a calculation of number of textbooks per student. The number of textbooks printed in 1950-51 for each enrolled pupil was eight in the elementary school, twenty in the lower secondary school, and ten in the upper secondary school.

In addition over 6,000,000 textbooks have been printed in Japan for use in the schools of Okinawa, where the Japanese language is also used. These schools, however, are not under the jurisdiction of the Japanese government.

Teachers Have Say

More significant than the impressive totals reported above has been the change in responsibility for publication of textbooks and the noteworthy improvement in the quality of their contents. As educators and Ministry of Education officials continued to study the implications for education of the provisions of the new Constitution, the idea gradually evolved that only through wide participation by the teachers of every school level could textbooks be compiled that were suited both to the needs of the individual child and to the local community.

Five years ago 115 titles were printed, of which 90 percent were

WALTER CROSBY ELLS

Dr. Eells served for several years as adviser in higher education in Japan. His article on *Compulsory Education and School Reorganization in Japan* appeared in the November, 1951, issue of **THE SCHOOL EXECUTIVE**.

compiled by the Ministry of Education. During the past school year, 1951-52, 1,064 titles were authorized, of which only 10 percent were compiled by the Ministry. Of this total, 10 percent are elementary, 19 percent lower secondary, 27 percent upper secondary, and 35 percent vocational. Formerly books were either written or sanctioned by the Ministry. Now any teacher, author, or publisher can submit a textbook manuscript to the newly authorized Textbook Authorization and Research Council, a national organization outside the Ministry, and know that it will be fairly evaluated against announced standards. Some degree of control is required because of the continuing paper shortage. Paper can be allocated only in quantities sufficient to care for the orders actually received for authorized textbooks.

The new system of textbook compilation has been in operation for four years. Figures available for the first three years show that during that time 2,066 manuscripts were reviewed by the Council or by its predecessor, the Textbook Authorization Committee. Of these manuscripts 422 were rejected by the Council, 398 were rejected by the Civil Information and Education Section of SCAP, 612 were approved by that Section on condition that designated changes were made, and 634 were approved without change by CIE. Requirement for formal ap-

Publication in Japan



Approval by the Civil Information and Education Section has recently been withdrawn, but the Section can still ask for review of any special textbooks in which it may have special interest.

In general it may be said that the new textbook production system, with a few exceptions, has provided competitive textbooks in all subjects at all grade levels. Today 67 independent publishers are competing in the field of textbook production, compared with eight publishers who previously enjoyed a monopoly of printing rights for all Ministry-authorized books.

Annual textbook exhibits are held in some 675 strategic centers throughout the country where pub-

lishers may display their books and supplementary materials. Teachers, members of boards of education, and others interested have an opportunity to examine the authorized textbooks and to compare their contents and suitability for local conditions. For example arithmetic teachers at the elementary school level may choose from any of nine to twelve textbooks at each grade level; English teachers in the lower secondary schools may choose from 22 titles for the seventh grade and from 20 titles each for the eighth or ninth grade; national language teachers in the upper secondary schools may choose from eight titles at each of the three grade levels.

During the four years that this

program has been in progress there has been a marked improvement in the quality of the textbooks in most fields. Revised textbooks use vocabulary suited to the reading ability of children for whom they are intended. Encouragement of self-study and critical thinking are met by providing questions to stimulate such thought and by suggesting appropriate activities at the different levels which will broaden the interests and experiences of the learners. Many excellent illustrations are provided, often in color. Teachers are experiencing the thrill and stimulation of sharing in the preparation and evaluation of textbook materials, resulting in marked improvement in adaptation to individual needs and interests of pupils.

Aid to Japanese Writers

Designed especially to aid writers of textbooks, thirteen Textbook and Curriculum Centers, each containing more than 700 representative American textbooks, have been operating throughout Japan since the spring of 1947 and seven more were established in 1950. The books were selected by an American board of examiners who gave particular attention to textbooks especially adapted to democratic methods of classroom instruction. To the original 700 titles, 500 different approved Japanese textbooks and 425 American professional books in the field of education have been added. A Japanese committee has recently selected 800 titles of Japanese education books to be added to the collections at the centers. The centers are used by prefectural education officials, school administrators, teachers, students, authors, publishers, and others. They are particularly appreciated by people



All Japanese schoolchildren learn the traditional "Ondo" dance. During 1950-51 eight textbooks were printed for each pupil enrolled in the elementary schools.



[Picture courtesy Japanese Travel Bureau]

Many Japanese textbooks have been revised to include suggestions for appropriate activities at the different age levels which will broaden the interests and experiences of the learners.

responsible for writing textbooks, preparing courses of study, and planning school programs which will give pupils experience in democratic living. Attendance averages some 6,000 visitors each month.

An important feature has been the initiation of a program of preparation of special textbooks for the use of the blind and deaf, something that had been lacking in Japan. These texts have been prepared directly by the Ministry of Education, since the limited demand for them has not been sufficient to interest private publishers. Four such textbooks, with accompanying teachers' manuals, have been published. A complete series is in progress and planned for completion within the next year.

Counter-Propaganda

Another special feature is the publication of the significant *Primer of Democracy*, in two volumes, written by a group of Japanese scholars in the social sciences with the assistance of American advisers. The first volume was published in 1948, when editions totaling 2,600,000 copies were distributed to the schools and other educational agencies and to the general public, and a further edition of 800,000 copies was printed in

1951-52. In addition 300,000 reprints of a half dozen chapters of the book under the title *Story of Democracy* were distributed to repatriated soldiers to offset in part the indoctrination in Communistic ideas to which they had been exposed while prisoners of war in Siberian camps. The second volume was published in 1949. Editions in excess of 4,000,000 copies have been printed, and 120,000 copies of it have been distributed to repatriated prisoners of war. The two volumes are designed primarily as textbooks for the ninth, tenth and eleventh grades of the upper secondary schools, but have been widely used also for adult education groups, teachers' courses and public libraries. The above figures indicate that almost eight million copies of this important publication designed to illuminate the basic concepts of democracy have been published or authorized for use in Japan.

Another textbook of special significance published in 1950 for use in ninth grade social science courses is *Religion as a Social Factor in Community Life*, the first textbook of its kind ever produced in Japan. It presents Christianity, Buddhism, and Mohammedanism as the three great world religions, and Shintoism as a

folk religion. Brief accounts are given of their development and their contribution to community life through educational institutions, hospitals, community and welfare centers, art, music, pageantry, poetry and drama.

Texts Exhibited Here

Four complete sets of textbooks of 1,281 volumes, each authorized by the Ministry of Education for use in the elementary and secondary schools, have been sent to the United States for exhibition purposes. One set has gone to the Orientation Branch, Office of the Under Secretary, United States Army; one to the Commission on Occupied Areas of the American Council on Education; one to the American Book Publishers Council; and one to the Bureau of Education of UNESCO. Each book is labelled in English to show title, grade in which used, author and publisher.

Plans are now being discussed for the provision of free textbooks for children, at least for those in the nine years of compulsory education. Actual provision for this desirable development for certain basic subjects in the first grade is included in the current budget.



The Good Side of a "Bad" Site

WHEN we conceive of a school building as the product of the work of members of a team, we generally have in mind the school board, the superintendent, the school staff, the builder, the producer of building materials and the architect. Too often we ignore the one important element that influences the thinking of all of them—the site. Perhaps we should always put the site first in our thinking, for the site may well shape all the planning.

If it were possible for every school

EDWARD FLEAGLE

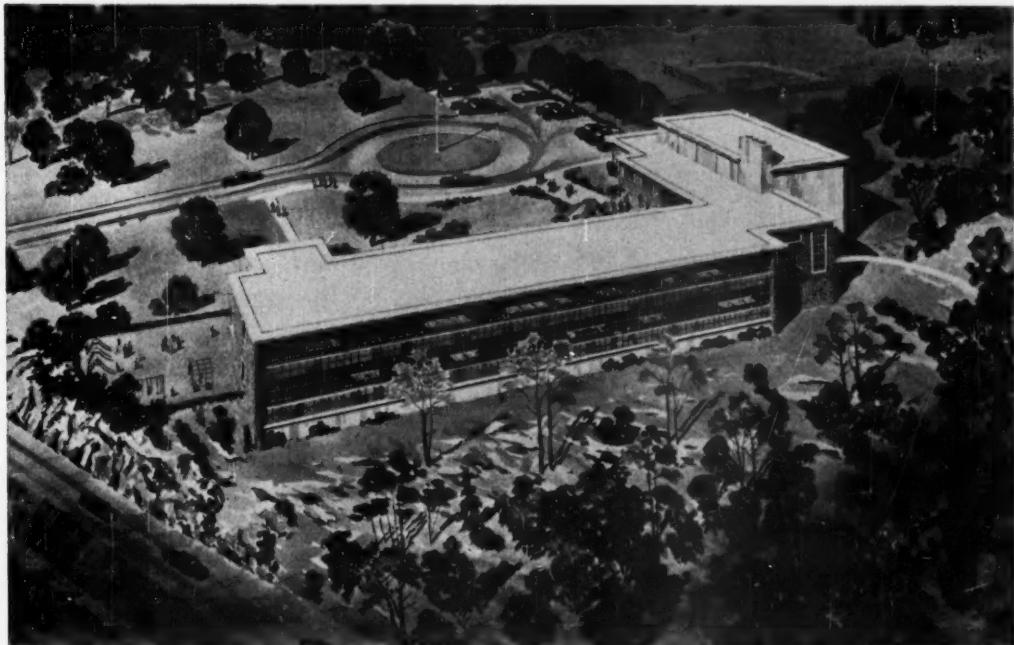
Architect
Yonkers, New York

board, everywhere, to select a school site that is ideal, there would be no problem. As a practical matter, many sites are not ideally suited for a school building. In many communities, particularly in or near congested cities, the choice of areas available for school construction is restricted, and in some instances there is just no alternative. It is somewhat less than

prudent for a school board to acquire apartment buildings or some other costly property, tear down the buildings, and proceed to erect a school building.

Challenge at Yonkers

A hilly, rocky site, however, is not an insurmountable obstacle. The essential ingredients for success are comprehension of the nature of the problem and a cooperative effort to reach a realistic conclusion. We think the new school building now



Rendering of the new school in Yonkers, New York, shows how one "bad" site is put to good advantage.

SCHOOL PLANT

under construction in Yonkers, New York—known as P.S. 30—is a good example of the potentialities in a difficult site.

Site Forms Intersection

Nature provided a challenging problem in the contour of the site but she fortuitously also provided a site that happens to be at the exact intersection of the half-mile radii from three existing and overcrowded elementary schools.

Covering six acres, the site is adjacent to a street named "Boulder Trail" which could hardly have been more appropriately named in view of

its characteristics. It is rocky and hilly. There was no provision for access to the site. As events developed, we concluded that there is a good side to even a "bad" site if one looks earnestly enough for it.

The school board wanted a ten-classroom building, preferably of one story, with cafeteria and general purpose room. A six-room addition in the future was envisioned. In addition, the board desired a large play area for older children, another for the lower grades and a separate play space for the kindergarteners. The natural supply of second-growth timber inspired a suggestion that space might be found for a natural amphitheater.

Provision for Playfield

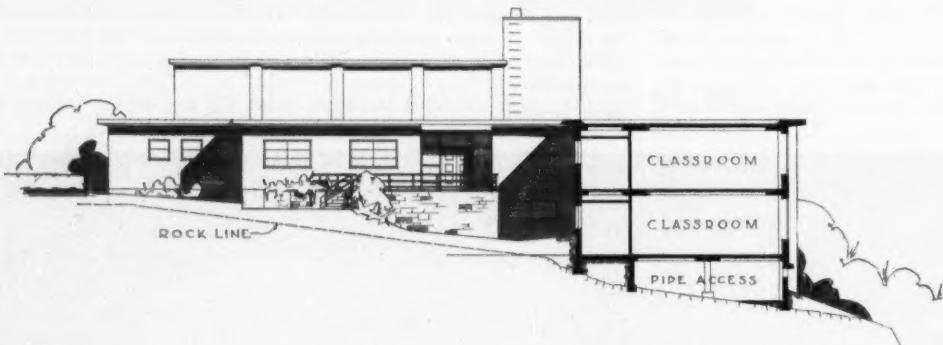
The only level spot on the site was a remote area close to a residential district. The terrain barred the hope of access to the site from Boulder

Trail. Further, if this area were not chosen for the playfield for older children, no such field could have been provided. The playfield choice therefore came first.

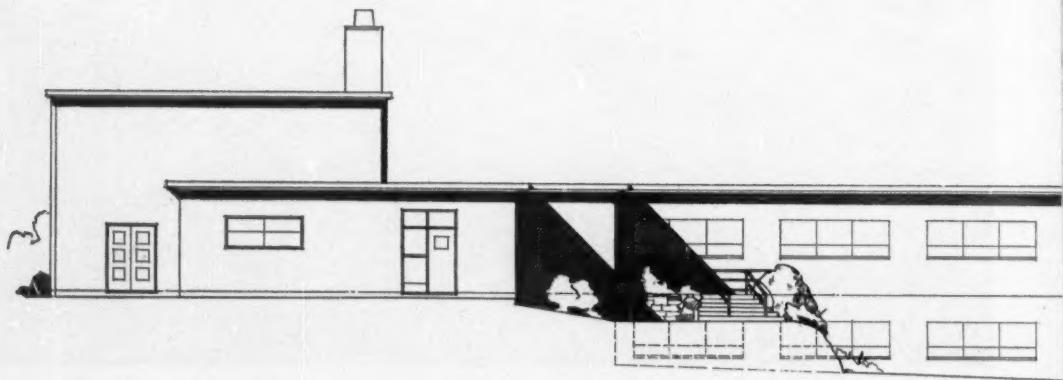
One Story, Two Levels

Study of the area, always with an eye to the problem of excavation costs, narrowed down to a spot around a huge boulder that protruded conspicuously. If this were chosen as the place for the building, then the other two play spaces could be well located in relation to it. A somewhat microscope weighing of the endless related factors that enter into such a choice was concluded with the selection of the boulder area. It dropped away in two directions. Within a distance of 135 feet on one side, the decline was between eight and nine feet.

We did not forget that the hope was for a one-story building. But as



Cross section and longitudinal section of the new Yonkers school, designed by Edward Fleagle, architect.



Paragraph of the month

"We are proud of our children and they are proud of themselves. These examples of the finer qualities of children are refreshing in these days of great emphasis on the faults of youngsters. No one will deny that many children are in serious situations, but we as adults must accept our responsibilities and provide the guidance, environment and understanding that will allow children to develop the finer qualities they inherently possess."

Our Children Are Honest
By Howard E. Imhof
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the outline of the building began to unfold in the light of actual site conditions, we found ourselves thinking in terms of two entrance levels, one above another. In the midst of this planning, one of our colleagues conceded that while the building could not be strictly a one-story job, it was, he observed, "a single-story, two-level building," and that is how it came to be known.

Gradual Incline

The visitor will approach the school up a gradual incline. He will first pass a ground level entrance to the lower classroom floor and kindergarten. This approach continues to rise in elevation for the length of the classroom wing so that at the

main entrance only a few steps are necessary for access to the upper classroom level and the administrative and special rooms.

Not far from the entrance to the upper level we have left the monument that distinguished the site—the exposed boulder. It fits into the scene. We believe it is aesthetically in tune, but we think also that it may serve as a reminder to future visitors that an efficient school building can be shaped around so rocky a site.

Costs and Economies

By avoiding unnecessary excavation, building costs were kept down. Although the estimated cost was \$475,000, the actual cost proved to be \$373,000.

What might at first glance seem to be a costly building site, due to its rugged topography, has been adapted to a school plan that enabled actual economies. Certain features are provided that would have been costly or even impossible on the usual flat "buildable" site.

No Pipe Trenches

Instead of costly pipe trenches around the perimeter of the building for plumbing and heating lines, the sloping site provided a natural walk-space under the entire classroom wing. Here mechanical equipment is economically housed and can be efficiently maintained.

By careful placing of the building so as to fit it to the rock ledge contours, excavation for footings was not necessary. The rock was merely leveled off sufficiently for satisfactory foundation footings. Test borings revealed that the entire building, ex-



cept for one corner, would be "perched" on solid rock. That one corner was a made-to-order location for the boiler room, pump room and vault for oil storage.

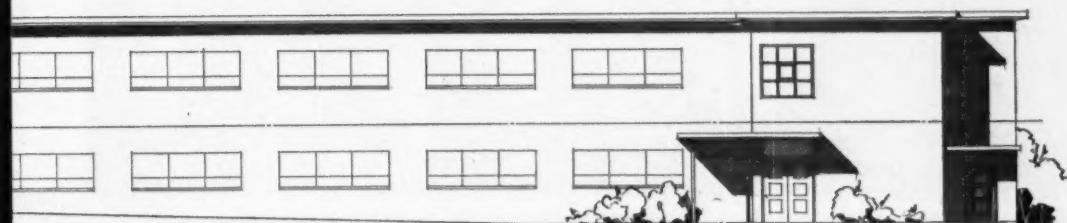
The building is planned so that in the ultimate school of sixteen classrooms, the administrative core, general purpose room and boiler room will be centrally located with relation to both classroom wings.

No Traffic Problems

Development of the site for the school building enabled us to isolate local traffic so that the heavy flow of automobiles on the nearby highway would not interfere with normal school traffic.

Site Possibilities

One of the peculiarities of selecting a site for a school building is that the location is influenced enormously by the density of school population in the vicinity and the extent to which existent schools are being utilized. This frequently narrows down the alternates that can be considered for a site. This may not completely explain the relatively frequent use of "difficult" sites, but there is little doubt that the school building itself can be shaped to meet site conditions and fulfill the essential educational objectives of the community.



Boarding Schools for Indian Youth

THIRTEEN-YEAR-OLD Mary Ellen stood in the hot Arizona sun waiting her turn to board a large Greyhound bus. Her few belongings, wrapped in an old blanket, had been placed in the bus luggage compartment. She had stoically bid her mother, father, and her small brother and sister goodbye. She dreaded the new and unknown experiences ahead of her. The bus ride, the boarding school, and the thought of being away from her home and the reservation frightened her.

Mary Ellen was one of the 290 Navajo Indians enrolled in the Sherman Institute, Riverside, California, in 1946. The group ranged in age from twelve to eighteen. They had had no previous schooling; they could not speak English and they were un-

HOWARD ECKEL

**Director of Research, 1951
American School Publishing Corp.**

familiar with our American customs.

The Navajo reservation in Arizona, New Mexico and Utah covers an area larger than West Virginia. Some 65,000 Navajos live there. The area's total resources cannot adequately support more than one-half of the reservation's present population. As a result, poverty and ill health are widespread.

First to Enroll

Mary Ellen and her classmates were the first of the adolescent group to enroll in the five-year boarding school program. Since then, seven other schools have accepted groups of

twelve- to eighteen-year-olds. The United States Indian Service reports that more than 2,400 are now enrolled in the eight schools.

Although the government has expanded school facilities recently, not more than one-fourth of the approximately 24,000 Navajos between the ages of six and eighteen are now attending school.

The eight schools emphasize good health, social adjustment, desirable attitudes, good work habits, English, and basic academic learning. Programs are designed to prepare each pupil to think clearly in English as well as in Navajo. At the end of the five-year program, they should be literate and equipped with skills for earning a living.

Most of Mary Ellen's first year of



Navajo children board one of the hundreds of buses which will take them to off-reservation boarding schools.

school was spent in getting accustomed to a new way of living. She learned how to keep her room neat and clean. She was shown the importance of personal cleanliness, and attractive grooming. Good eating habits and proper table manners also were important parts of her schooling.

A large part of her first year's classroom time was devoted to learning new ideas through her native Navajo language. Since Mary Ellen's teacher did not speak Navajo, an interpreter worked with her teacher. Each student was encouraged to learn and use English as rapidly as he could progress. Most of Mary Ellen's classmates used at least 350 English words at the close of the first year of school.

School officials report that Navajo youths progress rapidly during their first year of school. Gains of as much as three years in language, reading, and arithmetic are not unusual. As the material becomes more difficult the pace diminishes but substantial progress continues. In general, Navajos are steady, conscientious workers both in and out of school.

Vocational Training

Mary Ellen's school places great emphasis on vocational training. During the first, second and third years she learned how to use and care for hand tools. She learned good habits of work. Various types of vocations were described, and she was given an opportunity to familiarize herself with many of these. One and one-half hours each day of her first three years were spent in developing a knowledge of and interest in various vocations.

Her fourth year is being spent in a more intensive program of vocational training. She and each of her classmates selected one of many vocations in which to specialize. Among the vocations taught by her school are: painting, baking, commercial cooking, domestic service, carpentry, general agriculture, community school housekeeping and training for teacher interpreters. Mary Ellen decided to specialize in domestic service. She spends one-half of her school day in vocational training classes, and the remainder is spent in related and academic training.

Next year she will spend three-fourths of her school day in her spe-

A Special Navajo Education Program

Offers a New Future to Mary Ellen

cialized vocation and the remaining one quarter with her academic teacher. Her vocational teacher will work closely with her academic teacher both this and next year in helping her with special problems.

Mary Ellen, like many of her classmates, has worked during summer vacations. In general, employers are well pleased with work done by Navajo students. Some pupils who took summer jobs continued to work rather than return to school. However, this is the exception rather than the rule. Employers often promise Navajo summer workers permanent jobs after they complete their five-year schooling.

Social activities are important in

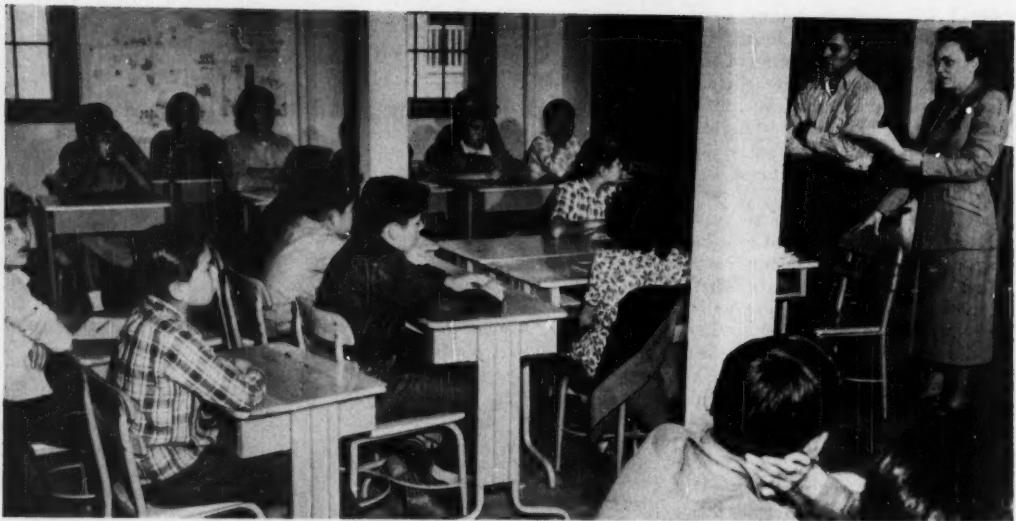
the eight schools. Navajo youths learn about American customs and they also renew respect for their own heritage through social hours, dances, and parties. Field trips and excursions to nearby shops, stores and factories give them a better understanding of American society.

Community Sponsors

Mary Ellen believes that one of the most helpful projects worked out by her school is the sponsor system. Each student is assigned to an individual in the community who is interested in helping Navajos understand American institutions. The sponsor visits the student occasionally



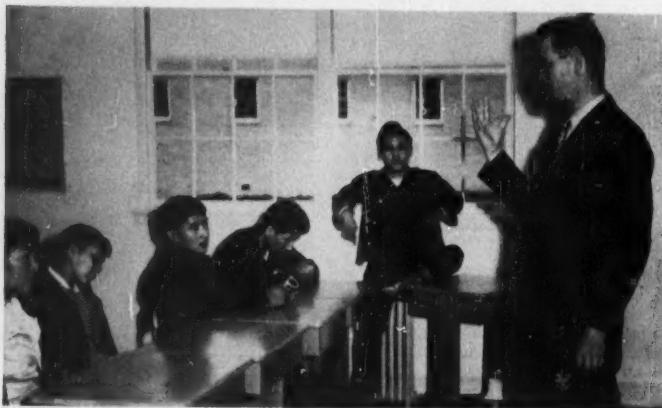
These young men, who have had no previous opportunity for schooling, can look forward to a far better future than was formerly available to Indian youth.



The teacher-interpreter makes sure that every idea is clearly understood.



At the end of the five-year program, the young Navajos should be literate and equipped with skills for earning a living.



and sees that he has an opportunity to get acquainted with recreational, religious, and social facilities. Mr. and Mrs. Jones, Mary Ellen's sponsors, often invite her in for an evening or occasionally have her as an overnight guest. Several times they have had Mary Ellen bring some of her friends to their home for an informal get-together. Teachers and students believe that the sponsor system is building a fine relationship between local community citizens and students as well as fulfilling an educational need of the Navajos.

'Outlook for Future'

Mary Ellen is pleased about the outlook for her future. She will complete her five-year program at Sherman in the spring of 1952. Visits with old friends on the reservation who did not have an opportunity to attend school have convinced her of the importance of her education. She now realizes the advantage of good health and grooming habits. She knows the value of speaking English and the vocational training she is learning.

Home Overpopulated

She would like to return to her home and live with her people. However, more people are living on the reservation than the land and resources can support. She, like many of her classmates, feels that it will be necessary to obtain work in a city away from the reservation.

Educational Planning



The man on the business side of the principal's desk — here, A. M. Atwan, Principal, Saddle Rock Elementary School, Great Neck, New York — finds a stack of problems there daily. Biggest: how to look beyond the desk.

The Unique Job of the School Principal

THE planning section this month helps us to take a look at the principal's job. We all agree that the principal is a key figure in a successful school. A group of distinguished and experienced educators who have given much attention to the work of the principal were invited to present their views on various phases of the principal's work. What they have to say makes interesting reading; what is more important, their views have value. Perhaps you will want to make this section the basis for a series of conferences with your principals and faculty.

"The principal's first and most important area of operations involves the people who live in the service



Standard Oil Co. (N. J.)

A "studied and planned" role in community affairs produces results most consistently.

The Principal as a Community Leader

EVERY principal plays some kind of a role in the drama of school-community relations. Unfortunately there are a few principals whose contribution is negative. These are frequently the ones who are dissatisfied with their jobs, who have unhappy relations with their pupils, who feel that all parents are critical and unfair, and who have strained relations with PTA. In a school that has this kind of principal the teachers are unhappy about the school, the pupils do not think well of it or they actually dislike it, and the parents seldom have a kind word to say about the school. The principal's contribution to school-community relations is there just as surely as it is in some other school but its **net** value is a negative quantity.

Fortunately the progressive professionalization of principals leaves few schools saddled with a negatively contributing principal. That the "negative contributors" have become so few in number should stand as an everlasting credit to the professional zeal and integrity of the fine group of men and women who have struggled to make themselves competent professional leaders.

HENRY J. OTTO

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Among the principals who play positive roles in the drama of school-community relations are some who make their positive contributions in sort of an unconscious fashion, *i.e.*, in an unaware and unplanned way. They have never deliberately thought of themselves as having a community leadership function. They go along, taking a turn here and giving a hand there, simply because it seems to be the human thing to do. Many of those who engage in an "unknowing way" in community leadership roles are doing a grand job; perhaps better, in some instances, than some who go about it more studiously. Those who do so well without being aware of it are apt to be the few who are especially gifted along those lines. Unfortunately, most people do not have such unique talents; they have to work at the business of becoming effective community leaders.

Then there is the third type of principal. He is the principal who goes about his community relations by

area of his school . . . better informed pupils and patrons are more understanding and sympathetic."

consciously, deliberately, and studiously working at it; working out ideas, plans, and ways of working. The result is a "studied" school-community relations program in which the "intellectual focus" is brought to bear continuously upon problems that need attention, individuals and groups to be involved, and the role of the principal as an individual. No doubt most principals would do a better job of their community relations if the "studied and planned" approach were used.

Three Major Areas

There are three major areas in which the principal activates his role as community leader. The first is the area of school interpretation and school program development as these pertain to his own school. This area is named first because it is the writer's judgment that the basic foundations for any school and community relations program must be laid in, through, and by each school, whether it is the only school in the district or whether it is but one of many schools in a large system. Unless pupils and patrons are informed about, understanding of, and sympathetic to the program, instruction, personnel, and services of the unit with which they make their immediate contacts, all efforts at school interpretation and public relations are likely to be viewed lightly or skeptically. Since the individual school has this strategic place in the total school-community relations picture, the principal's first and most important sphere of operations involves the people who live within the service area of that school, many of whom have children attending that school.

The channels through which the principal exercises his leadership with his own clientele are numerous. Among them, certainly, would be working with his own faculty in developing a good school program and in building morale in the student body. Since a good instructional program is basic to any plan of school interpretation, the principal is building the foundation for good school-community relations when he assists his faculty in developing a good curriculum. Curriculum revision and community relations thus merge in one activity.

Faculty's Community Role

Since teachers themselves are extensively involved in school-community relations, the principal will give leadership in assisting his faculty members to acquire a full recognition of their public relations opportunities and skill in performing their parts. The teachers' role includes the development of ways whereby the pupils can become good-will delegates. By helping the faculty to become competent in school-community relations, the principal is multiplying himself by the number of teachers on his faculty.

Expanding the amount and the significance of lay participation in the school's program is another avenue through which the principal can exercise his community leadership. Having teachers and pupils invite adults to serve as resource persons in various class enterprises, using community agencies and institutions for excursions,

having adults participate with pupils in community service or survey projects, and having committees of adults assist in curriculum revision projects are but a few examples of the many ways the adults may participate in the active school program. Some schools have developed parent participation to the point where parents share in discussing and debating basic educational issues. In some cases the PTA is the agency through which the foregoing types of activities emerge. In other cases the principal works separately with the PTA.

The second large area in which the principal provides community leadership is in being a member of the superintendent's team in planning and carrying out those school and community relations activities which need coordination through the central office. It is assumed that certain elements of a comprehensive school interpretation program should be the responsibility of the central office and that each principal should be a contributor to the over-all program. The nature of the principal's contribution and those of his school will be many and varied.

Guiding Outside Groups

The third large area in which the principal functions consists of adult groups not officially associated with the schools, such as local service clubs, women's organizations, and church groups. By being an active participant in as many such organizations as feasible, and by having cooperative relations with others, the principal can frequently cause such groups to develop an interest in the schools, guide their thinking about educational issues, and direct their efforts into activities which will help the schools. Suppose a service club is interested in the schools, wants to engage in a helpful activity, and even has some money to put into the enterprise. An alert principal can avert having an essay contest or a highly organized and competitive junior baseball league foisted upon the schools and the community. Perhaps the thousand dollars which the service club was going to distribute in individual prizes to winners of an essay contest could be distributed to all the schools for the purchase of books for the libraries, the larger portions going to the schools which showed the largest per-pupil circulation from the school's library during a 6-month period.

This discussion has deliberately focused the principal's community leadership role upon matters pertaining to the school in the community, because it is the author's belief that the principal's first zone of responsibility in community leadership is to help the community to have good schools. The opportunity to do this seems to expand as the school itself becomes more and more of a genuine community school in which various adult groups work and study together to find better solutions to their problems. When the school becomes the center for adult and student efforts to improve the community, the principal's administrative role becomes an avenue through which he can give leadership in areas of community development which lie beyond the community's need for good schools. He thus achieves a community leadership role through education in its broadest sense.

"School improvement depends on the action of local teachers, pupils, and citizens under the leadership

The school administrator's work may be roughly analyzed into two major parts: executive details, and the formulation of policy. The first is mere school shopkeeping; the second is educational statesmanship. . . . In his first capacity as school shopkeeper the educational administrator is operating the school as it now is; in his second capacity as educational statesman he is making the school over into what it ought to become. In the one function he is merely running the school of today; in the other he is running the world of tomorrow. The second . . . is by far the most important function of education in the present great transition, and one for which the common run of educators seem to have a very vague, schematic sense of their responsibility.¹

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The Principal as an Educational Statesman

DOUBTLESS much progress has been made since Ross L. Finney made this statement in 1928. Nevertheless, in today's professional literature there are evidences that many principals are so busy with "school shopkeeping" that they either neglect directing the more important aspects of education or do not direct them effectively. These situations exist because contradictory demands are made upon principals and because many forces drive them toward shopkeeping duties and away from their leadership functions. The existence of such pressures and their nature are widely recognized.

The school principal is a key figure in American education. Many improvements in local schools are not going to be made unless he leads his staff in making them. In most nations there are educational ministries which issue edicts for the guidance of local schools. In the United States, fortunately, there are no national controls of public education. The 48 states establish some minimum standards and similar controls, but the most potent educational forces are local. Broad plans of national professional associations and of State Departments of Education achieve little except as they are carried out in local school systems. Even city and county school systems are not the basic units through which local schools are improved. School improvement is dependent upon the action of local teachers, pupils, and citizens under the leadership of the principal. In no other country in the world are there the possibilities for leadership from the school principal which exist here in the United States.

An appreciation of this simple fact is of great importance. Wherever a school principal is behaving like an educational statesman, he is probably working with a

superintendent and many other people who share with him a basic conviction concerning the significance of the local school and the local principal in the American school system.

Delegate Routine Tasks

The principal will not be a statesmanlike leader unless both he and the superintendent desire it. Most of us find time to do the things we really want to do. It is easier to keep shop and manage the routine of the school than it is to make the school over into what it ought to become. Within wide limits, the principal determines the distribution of his time during the school day, and actually spends his time doing the things he does best and therefore enjoys most. Unless he has powerful urges within himself to delegate routine responsibilities to others and to deal wisely and skillfully with the important aspects of education, nothing can force him to do these things.

Any superintendent realizes that some danger and risks are always involved in educational tasks of importance and, if his sense of caution demands that the principal be merely an important clerk, the principal is greatly handicapped in becoming a statesmanlike leader. On the other hand, if the superintendent wants the principal to be the professional leader of his school, he will accord him responsibilities and freedom. The principal will be solely and fully responsible to the superintendent for all that goes on in the school.

If the superintendent of schools and the principal appreciate the importance of local leadership in the American educational system, if they both want the principal to be a professional leader and if they both have enough courage to be fundamentally honest, then

¹Ross L. Finney, *A Sociological Philosophy of Education* (New York: The Macmillan Company, 1928,) pp. 539-540.

of the principal . . . only in the U. S. does the principal have such wide possibilities for leadership."

a situation exists where the principal may grow into educational statesmanship. If the superintendent should be the discordant element in this ideal picture, the ambitious principal faces the alternatives of educating his chief or in some way finding a new one.

For a period of time I observed a principal who generally behaved like an educational statesman. Sometimes he seemed to be a statesman-politician, or a politician-statesman, or even just a politician. But when the chips were down one could always depend upon him to do what he and his staff considered best for the school, children and the community. I can't recall his making an educational decision of importance on a purely personal basis. Sometimes he made compromises, but the concessions he made were seldom on important matters.

The routine tasks and those of lesser importance he delegated completely to others. Occasionally he spoke in a facetious and deprecating fashion of the quality of his thinking, but neither he nor anyone else questioned his ability to find *time* for thinking about school matters. He was not pushed around by the routine of the school or by long-winded visitors.

Not Just a 'Yes' Man

Frequently he quoted Sir James Barrie's "Courage is the thing. All goes if courage goes." I am certain he did this to strengthen his own resolution as well as that of his fellow workers; I have seen him on occasions when he was either lacking in boldness or disturbed by indecision. I have also seen him display high courage and an utter lack of concern for self when he believed the stakes were high and his cause was right. There was the time the superintendent of schools was in real danger in the community; the principal believed in the rightness

of the superintendent's cause and he rose in heated public meetings to defend him. He was not merely being a "yes" man. On occasions he disagreed vigorously in private professional conferences with the superintendent of schools and, according to that official, often helped him to an improved point of view. Once the principal politely refused an informal but persistent request of two school board members. He told them to take their request to the superintendent of schools or to the board of education. Similarly, he was capable of disagreeing with the mayor or a church delegation or group of rabid athletic fans.

My statesmanlike principal was continuously evaluating in his mind the relative importance of different tasks to be undertaken. He knew he couldn't do all the jobs which needed to be done so he selected the most important ones, accepted responsibility for working at them, and persuaded others to work with him.

The important tasks he decided to undertake generally grew from a statement of purpose which the staff had made and accepted for the school. The statement did not differ greatly from that set forth in *Education for All America's Children* or *Education for all American Youth*. Just as illustrated in the latter publication, the lay public and the pupils had a part in building their statement of purposes for use in the daily work of the school. It provided a basis for judging proposals of pressure groups, for securing balance in the activities of the school over a considerable period of time, or for deciding on the particular improvements to be undertaken at any given time.

Generally he involved teachers and parents in the determining of the specific tasks to be undertaken. He would invite teachers and parents to jot down the things

A long-term aim of the school must be to search out and develop ability, of whatever kind, in the community.



"Everyone works for improvements as a team under the leadership of the statesmanlike principal."

they would like to see improved and those they would be willing to help improve. If they had been available at the time, I am sure he would have used some of the numerous checklists and inventories which have been developed in recent years to secure facts about pupils and to obtain opinions concerning points of emphasis needed in schools.²

By a consideration of the needs of children and the resources of teachers and citizens, the statesmanlike principal led staff members in reaching agreements on the improvements which they as members of a team were willing to undertake. Sometimes they decided on the further strengthening of work which was already strong rather than the improving of work which was comparatively weak. They did not attempt to advance simultaneously on all fronts. They limited their immediate goals to those which they could reasonably expect to accomplish. The principal did not expect teachers to work 12-hour days or do more than one thing at a time. He did expect them to know what they were trying to do and to work at the tasks they had selected.

Having led the staff in determining improvements to be undertaken, the principal helped them to search for ways of making the improvements. His in-service education program was little more than this plus the evaluation of changes which were made. Plans for appraising changes were developed at the time the changes were made. The principal knew that he had no monopoly on good ideas. They came from teachers, parents, pupils, and from other schools as reported by visitors and in professional literature. Much of the time the principal

behaved as though the only authority he had came from the staff with which he worked.

Evangelism Minimized

New staff members were appointed largely for the contributions they could make to the tasks which had been undertaken, and professional consultants were chosen in the same way. Few educational evangelists were invited to make general speeches to the staff. Education consultants were often invited in to help the staff move forward with a particular project or to aid with some specific difficulties which were being encountered.

The statesmanlike principal accepted responsibility for following through on the improvements undertaken. Teachers who worked with him said: "First he asks you, but if nothing happens then he tells you." Like most principals, he took pride in smoothly operating administrative machinery, but he often demonstrated his willingness to make organizational changes better to serve instructional needs.

As you must have concluded, my principal who was an educational statesman worked with a superintendent who was an educational statesman. Two long-term objectives which they held in common were to serve all youth of high school age in their community, to search out and develop ability, of whatever kind, in their community. The superintendent never felt that it was fair to hold the principal completely responsible for the effectiveness of his school in retaining all youth of high school age or in promoting social mobility. He believed that effectiveness in these matters was conditioned by habits and ideals of the community over which the principal had limited control. Nevertheless the superintendent used to say: "If the holding power of a school is to be improved or if a school is to improve its effectiveness in searching out and educating ability of whatever kind there may be, it is the principal more than anyone upon whom we must depend to do the job."

² Hand, H. C., *Principal Findings of the 1947-48 Basic Studies of the Illinois Secondary School Curriculum Program*, Circular Series A, No. 51, Illinois Secondary Curriculum Program Bulletin No. 2, Office of the Superintendent of Public Instruction, Springfield, Ill., May, 1949.

McFarland, John W., *Life Adjustment Education in Texas Schools*, NASSP Bulletin No. 183, January, 1952.

Ransom, William L., *How Will Doing Your School Rate on the Ten Imperative Needs of Youth?*, NASSP Bulletin No. 163, October, 1949.

Leibsky, Meyer M., *In What Respects Should It Strengthen Our School's Family Living Program? Inventory B*, Illinois Secondary School Curriculum Program, Local Area Consensus Study No. 2, Office of the Superintendent of Public Instruction, Springfield, Ill., May, 1951.

The statesmanlike principal regards himself, teachers and parents as working together for more effective education.



"Administration is secondary to the principal's role as creative leader of a living social institution."

The Changing Role of the Principal

THE school principalship is one of the oldest professional positions in education, and, as a result, a considerable body of knowledge and practice has evolved about it. Inevitably, certain functions of the position have become traditionalized and have tended to receive a degree of emphasis they no longer deserve, at the expense of newer functions.

This condition explains in part why the principalship has failed to realize the professional status due it—there has been too much emphasis upon certain functions as ends in themselves, notably administration and organization. These two roles, admittedly important, have too often been emphasized to the practical exclusion of the principal's role as creative leader of a living social institution faced with a constantly changing social scene. Fortunately, there has been a growing recognition for some time that organization and administration are but a part of the principal's task; that these two functions are important only as they contribute to a more effective program of pupil growth and learning.

Another real measure of the quality of leadership is the influence exerted in the areas of teacher growth and curriculum improvement. The good principal must be able to relate these various functions in the proper perspective. The local school—his school—is the place where change must be operative if education is to meet successfully the many challenges it faces. It is the place where the research must be utilized and the recognized and accepted theories implemented. The problem of educational lag can be solved only at the source. To accomplish this, it is imperative that schools everywhere be given the best of leadership, for "If any factor may be considered crucial to the success of man's efforts to control change, it is the quality of the leadership present in a given situation."¹

Principal in Strategic Spot

Because of his position of leadership in the individual school, the principal is the strategic person in any program designed to improve it. As the responsible head of the basic educational unit, he occupies a position of great importance to the community and profession. He is the person to whom the community looks for advice and leadership on educational matters. He is the one to whom the teachers and pupils look for leadership and guidance in developing a program which better meets the needs of the children and the community. He creates the educational climate for the school and the community and either retards or expedites the program of change and adjustment.

Another traditional concept is the concept of the prin-

¹ Miel, Alice, *Changing the Curriculum*, D. Appleton-Century Company, Inc., New York, 1946, p. 149.

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cipal as an authoritarian leader. This must give way to the newer concept of democratic leadership. In this connection, Henry Otto has called for a "democratization of the administrative function and techniques" and a "keener recognition of the need for skillful leadership."² Today the successful principal must not only be a good administrator and organizer, but he must be well versed in democratic procedures and techniques of leadership and have a sound understanding of the social and psychological implications of education.

How can a school administered in an authoritarian manner produce persons who will function successfully in a democracy? The chief aim of the American public school is to provide an environment in which children can acquire an understanding and appreciation of the American way of life; where they may have experiences which will result in the acquisition of patterns of behavior consistent with the basic tenets of democracy. As Kilpatrick wrote, "We cannot expect children to learn democracy unless they live democracy."³

Authoritarianism is Outmoded

The school principal must achieve the desired aims through guidance and direction, rather than authority. His is the responsibility for implementing the principles of learning and democratic procedures in the process of organizing and administering his school. These principles are:

- A respect for the dignity of the individual personality.
- Faith in intelligence.
- The right of the individual to share in determining the policies which affect him and his group.
- The right to equality, but not identity of opportunity for all.⁴

This is the challenge that must be answered if the schools are to meet successfully the needs of today. The alert principal must be aware of the changing concept of the school principalship and be constantly seeking ways to improve his professional competence. In this way only can he develop a school which better serves the children and the community.

² Otto, Henry J., *Elementary School Organization and Administration*, D. Appleton-Century Company, Inc., New York, 1944, pp. 296-297.

³ Kilpatrick, W. H., *Group Education for Democracy*, Association Press, New York, 1940, p. 23.

⁴ Educational Policies Commission, of the N.E.A., *Learning the Ways of Democracy*, Washington, D. C., 1940, pp. 20-21.

"The institution the principal runs not only tries to give its students an education that will enable

The Principal as an Executive

WILLIS I. THOMSON

**Principal, New Rochelle High School
New Rochelle, New York**

THE principal of a large school is an executive; a pourer of oil on troubled waters; a counselor to distressed parents; a guide to adolescents who usually have the answers, but not the direction; and a front man for a very large organization. Once in a while he is an educator. The institution he runs is engaged in the restaurant, publishing, and entertainment businesses, and it also tries to give its students an education that will enable them to live the good life.

Principals differ greatly in their talents. These personality differences affect the way in which they work and what they do. The writer during his first years of heading a school believed that a widespread knowledge of science, with the concomitant of learning to use the scientific method in thinking, would save the world. The science department of that school received plenty of attention from the principal and wanted for nothing, but the world wasn't saved. The work that the principal does is influenced, too, by the special talents of his assistants. If an assistant does something particularly well, the principal takes advantage of this and relieves himself of this duty.

The principal must decide what his work is, and then work out a daily schedule so he can cover it. He must do certain things to protect himself from spending too much time on affairs that do not contribute markedly to the welfare of the school. If, for instance, he read

everything that clamors to be read by him, he would do little else in the first two-thirds of the day.

Protective Routines

This demands that protective routines be set up. Most of the mail that is addressed to him should not reach his desk. Much second and third class mail is important, but the daily volume cannot be read by the principal on a school day. There are two ways in which the value that can be obtained by keeping up with second class mail can be preserved. The principal can have his secretary analyze it and direct it to department heads, or it can be put in a pile reserved for weekend perusal. Unless a letter asks for information related to the principal's work, there is always someone in the school who could answer the letter better than the principal could.

The principal must also protect himself against constant interruptions by telling both students and teachers when they can see him. A small sign on the principal's door which says, "Mr. Blank's Office Hours: Parents by appointment. Faculty 3:00 to 5:00. Students 3:15 to 5:00," will help the principal keep a more organized day. Parents see the sign during PTA meetings, and over the months get the idea that the principal is like any other executive in that he must organize his day. Such a sign also eases the situation when a parent calls without an appointment and finds that the principal has conferences already scheduled that cannot be interrupted without disturbing several people.

Conferences Promote Efficiency

The principal can save much time by having well planned conferences a few times each year with those who manage certain phases of the school. For example, as was said before, the principal is responsible for the proper running of what by commercial standards would be a rather large restaurant. He should have three or four conferences a year with the head of the cafeteria. Before these conferences he should spend several hours observing the students in the cafeteria. He should appraise their trays as they come through the lines to see if they are buying wholesome meals; he should note their conduct; and he should see whether or not the students enjoy their lunch periods. He should examine the cafeteria accounts, and by comparing prices, number of servings, pay of employees, number of employees,

The cafeteria is one of the principal's responsibilities.



"them to live the good life but also engages in the restaurant, publishing and entertainment businesses."



Standard Oil Co. (N. J.)

Even theatrics, which requires little direct supervision, exacts the principal's attendance at performances.

food cost percentages, etc., with those of neighboring schools he can tell whether or not the cafeteria is being well managed. If the school has multiple lunch periods, early in the fall he should have a conference with the cafeteria manager and the teachers who proctor the cafeteria so that uniform procedures and uniform discipline will exist in all the lunch periods. Probably the principal should not put a total of more than 20 hours a year into his part of the cafeteria management.

Indirectly the principal is a theatrical producer. He can afford to spend little time on this. Not counting the time spent attending plays, the total time that production of school plays requires from the head of the school should not exceed ten hours a year. Athletics do not let the principal off so easily. He must have at least three conferences a year with the coaches just to go over schedules and to set policies. Other policies must be set at these conferences, particularly those relating to intramural sports.

The principal must spend considerable time with the assistant principal, who usually carries the real burden. He must attend nearly all basketball and football games; and also go to at least one cross-country meet a year, a couple of hockey games, a track meet, a wrestling meet, a tennis match and a baseball game. Once in a while he should appear at practices and watch a team training.

If the school operates with a General Organization Finance Committee of teachers and students, this committee will have to meet about eight times a year. At these meetings athletic and activity budgets are discussed and adopted; the general financial situation of the GO is considered in terms of planning far into the next school year; a chance is given to coaches to present and defend their budgets; and budgets are cut to the size the school can handle without going into the

red. These meetings will take a total of 35 to 40 hours a year.

A principal saves time if he has set meetings with department heads. These are used for discussing plans for curricular development and plans of individual teachers. Teachers who should be observed by the principal and given help in their work are discussed. Decisions regarding tenure for teachers serving in their last non-tenure year are made. The department budget is planned. It is assumed that the principal has the primary responsibility for the supervision of instruction.

A skilled staff of counselors will save the principal many hours of work. If parents find that the counselors are giving real help to them and to their children, they will not think that they must go to the principal for every detailed problem that arises. In order to keep the counselors working well together there should be three or four meetings a year with them in which the plans and problems of the department are talked over. There should also be three conferences a year in which two or three counselors each present a problem case to the group. The counselors, the principal and the assistant principal discuss these cases and suggest ways of treating each one. By having these few discussions each year the counseling staff is certain to develop a better working philosophy and a desirable uniformity of approach that makes the work of the counselors more fully understood and appreciated by students, teachers and parents.

The principal should avoid involving himself in the routine discipline of the school. This work should be done for him, usually by a dean or assistant principal. Only in emergency cases, serious breaches of discipline, or the really difficult or repetitive cases should the principal be called in. Again, the personality differences of principals may make it advisable for one to do more in individual disciplinary cases than another. A principal

"The principal should know the administration of the school, be a superior judge of prospective teachers,

who has an unusual sensitivity to children should use this talent even though it means a lengthening of the working day, for no one can estimate the value to society when one child who has strayed is set on the right track.

The usual high school presents several musical affairs during the year. The principal probably knows little of musical matters compared to the members of the department, but he can stimulate planning and can help develop a greater understanding of what the public likes to see and hear, and will pay money to attend.

Principal and the Assembly

The assembly is the principal's classroom. Nevertheless, he must have a member of the faculty take charge of organizing the assemblies. This teacher should recognize that the assembly is the principal's classroom and should try to plan assemblies that will bring out the things that the principal wants taught. He should call upon faculty members for help. Each department should produce at least one assembly a year. The principal should have a conference at least once a month with the faculty member who plans the assemblies. Long-range planning will mean that the students put on most of the assemblies. When there is need for it, the principal should be able to give a first-rate assembly talk.

Some schools turn over the conducting of the assembly to students. In the judgment of the writer this is not wise. In many schools where this is done the principal is reduced to the position of an auditor who has a seat on the stage. If things do not go well he is in a bad position to use his skill and experience to correct them. When students preside it is impossible for the principal to use the assembly as his classroom. If the principal presides he can, through comments and short talks, add greatly to the morale and tone of the school. If the assembly is conducted by a student, the principal loses many opportunities to secure acceptance of ideas and ideals that he wants to implant in the minds of the students. In general, assembly conduct is better in schools in which the principal presides at most of the assemblies.

It is impossible in an article of limited length to discuss the many other conferences that the principal must have. An account of the maintenance of the building and the principal's conferences and relationship with the custodial staff alone would fill an entire article. Nor, will anything be said in this paper about the organization of the students' social activities, although these are an important part of school life. School safety, fire drills, etc., will be passed over along with many other activities. It should be noted, however, that the principal must have many meetings each year with parent groups.

Typical Days' Activities

Perhaps an account of a typical two days will help in the understanding of the principal's executive work:

1. Conferred with the teacher who promotes the Citizenship Education Project in the school concerning plans for the further development of this work.

2. Wrote to the chairman of the Awards Committee asking his committee to select a boy for Boys' State.

3. Requested of two faculty members that they serve with a PTA committee to select a gift for the school from the PTA.

4. Organized a project with the vocational woodshop teacher to have his students refinish the study hall desks.

5. Passed on to the teacher in charge of publications the offer of the New York Times to send a free exhibit to the school showing the growth of newspapers and famous headlines.

6. With the aid of the chairman of the business training department appointed a committee to prepare a certificate for graduates of the business department that would show prospective employers objective measures of achievement in business skills.

7. Had a conference with the principal's aide on the development of new parking plans for students' cars for the next school year.

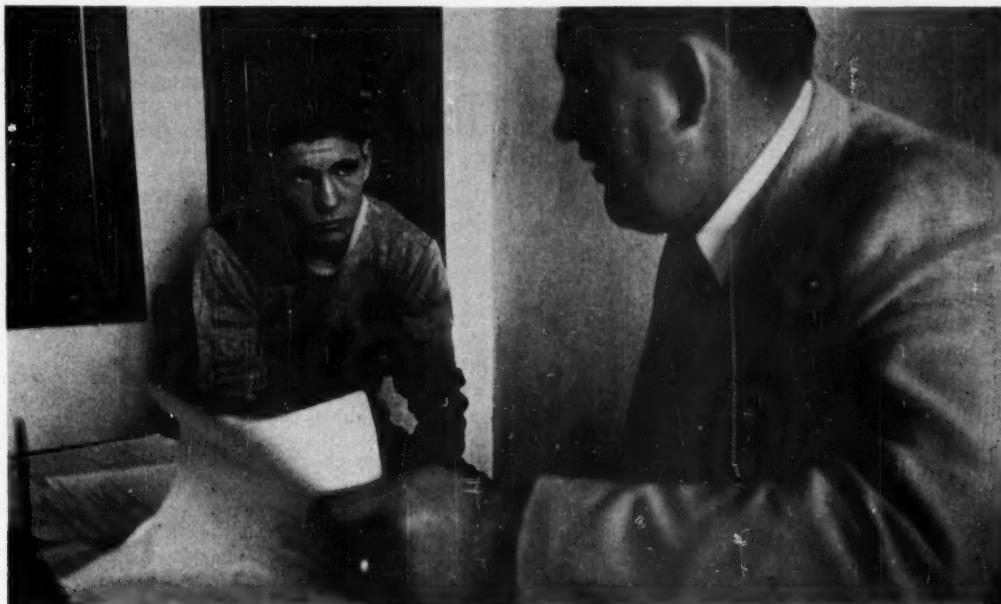
8. Called in the aide again to ask him to investigate complaints about faculty use of the auto shop and see if this matter could be handled without setting up regulations.

Day Does Not End at Five

Along with these items were others that claimed the principal's time. He conferred with several parents; worked with a boy who was in trouble with his teachers, his parents, and himself; visited two classes taught by a practice teacher who had been reported as doing such outstanding interne work that he should be given a position on the faculty; worked on the 1953 budget; conferred with a teacher who wished a change in her teaching assignments for next year; discussed with the counselor the case of a girl who was completely out of adjustment with life; answered that part of the daily mail that gets to the principal's desk; had an hour-long conference with the chairman of the class scheduling committee; agreed by mail to write this article; probably forgot to make jottings for this article of several things he did; noticed that across the hall the assistant principal's office was even busier than his own; and went home tired, but scheduled to return within two hours for a PTA board meeting that continued until a few minutes before midnight. On his way home he thought enviously of the corps of dependable subordinates typically available to a busy industrial executive of comparable responsibility, and he reflected that American commerce and industry with its system of vice-presidents and delegated responsibilities had hit upon a managerial structure for multiple-product enterprises that school administrators might advantageously emulate.

The principal also thought of the evening schedule that lay ahead for the next two weeks. This Monday, PTA board meeting; Tuesday, Board of Directors of the Mayor's Council for Unity; Wednesday, free; Thursday, Board of Directors of the High School

be able to recognize first-rate teaching, and keep morale high. Other duties belong to 'vice-presidents.'"



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The principal who has an unusual sensitivity to children should use this talent even though it means a longer working day. No one can estimate the value to society of setting a child on the right track.

Scholarship Loan Fund; Friday, a three-act play produced by the school's dramatic group; Saturday, Sophomore dance. Next Monday, free; Tuesday, dinner served by Tearoom Management students to Rotary—then a meeting of the Vocational Advisory Board; Wednesday, PTA carnival to raise money for the vocational student loan fund; Thursday, annual dinner of a Hi-Y group; Friday, meeting of the PTA curriculum committee. The following week would not be a bad one, he hoped—so far only three nights had been scheduled.

Intimate studies of what a principal does fill healthy sized textbooks, and another book could be devoted to the philosophy he develops over the years. A superficial summary of his functions as an executive can, however, be stated in a few words.

The principal is the "front" of the school and is its number one public relations man; he administers the school; he works with the superintendent of schools in selecting new teachers—in many systems the superintendent, while exercising veto power, gives the principal full authority to do this work in his own way; he must be continually active in helping to develop the curriculum; he visits classes in order to help teachers improve their instructional work; he maintains the morale of teachers, students, and parents, and sometimes that of the superintendent, too; and he sees that his assistant principal, his aide, and he himself are ubiquitous.

A principal should know more about four things than anyone else in the school: he must understand the ad-

ministration of the school better than any other person; he must be a superior judge of prospective teachers, but he should always depend upon help from the department head involved in making selections of new teachers; he must be able to recognize first-rate teaching when he sees it, and he must be able to analyze teaching so he can help a teacher improve his work (although in doing this he must keep in mind that minor faults will be obscured if major virtues are developed); he must know how to keep the morale of the school high.

The fifth thing that he must know is that, except for the four things mentioned above, there is always someone on the faculty who knows more about anything else than the principal knows. It is the recognition, the utilization and the appreciation of this that makes the principal a good executive. If the principal's heart is quickened and made glad by finding those who know more of something than he does, the school will profit greatly from the manifold abilities that lie, often concealed, in a large faculty.

The principal of a large school survives because he finds a dozen or more people on the faculty who are willing to do the work that is done by the vice-presidents in commerce and industry, with much less material compensation than vice-presidential salaries represent. If these invaluable people did not perform so many of the hard executive tasks the principal would soon join the roll of ambitious and loyal Americans who have killed themselves by overwork.

"The principal must be an individual recognized first for those personal characteristics which stamp him



The Principal as a Person

LLOYD N. MORRISETT
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University of California
Los Angeles

THE great object of Education," wrote Emerson nearly a century ago, "should be to inspire the youthful man with an interest in himself; with a curiosity touching his own nature; to acquaint him with the resources of his mind, and to teach him that there is all his strength."

The truth of this concept has not altered with the passing of the years; indeed, today, it is more than ever apparent that in the inspiration of youthful minds to thoughtful understanding of the world in which they live lies the hope of the future of all mankind. To this end America's unique contribution to Western civilization—its system of free public schools—is dedicated. Certainly, in considering the many facets of school administration, what may be regarded as its "human" side—the principal as a person—must be accorded paramount importance if education is to fulfill its high objective. For it is in proportion to his success as a human being that the principal's success in all other aspects of his job will be measured.

It is not enough that he be a power in the community, a clever strategist, a shrewd administrator and executive. He must as well be an individual recognized *first* for those personal characteristics which stamp him immediately as a leader of men, not alone with respect to temporal affairs but, more important, with respect to those problems of human relationships which beset individuals in all communities the world over.

Ideal Personal Qualities

The principalship is a key position, the importance of which can hardly be overestimated. Professional competence, both demonstrated and prospective, is an important factor in the selection of men and women for the post; but of equal, if not of even greater, importance is that elusive quality known as "personality." For in the final analysis, the principal may rely only upon his personal characteristics to win for him the confidence and esteem which, theoretically, the importance of his position commands. Ease in rapport; personal and in-

In many respects a principal is a man alone, dealing with hostile or indifferent groups. His personality can generate warmth to make the climate of opinion comfortable.
Standard Oil Co. (N. J.)

as a leader of men, with respect both to temporal affairs and the problems of human relationships."

tellectual integrity of the highest order; an unfailing sense of humor, kindness, and generosity; thoughtful consideration of others and recognition of their contributions, individually and collectively, to the welfare of the school and community; freedom from prejudice; a fair and open mind; a genuine interest in people—these are but a few of the ingredients which, ideally, go to make up the principal as a person. In addition, he possesses a vivid and constructive imagination, demonstrates loyalty, and inspires these qualities in others. He is also firm, exacting, and tough-skinned. He adjusts and controls his family life so that it does not handicap his professional achievements. Through his own example he inspires his teaching staff to maximum effort, and the result is reflected in happy and well-adjusted boys and girls within his school, the natural corollary to which being his own growth in stature within the community.

Community recognition of the principal for his personal qualities smooths the path to his assuming his role as a community leader, an educational statesman, a democratic administrator, and a successful executive. If the principal is unable to command such recognition in the first instance, his effectiveness in the other capacities incumbent upon the principaship will be materially impaired. Of course, it is not to be expected that the salient personal qualities suggested above will be possessed by any two principals in the same degree. It is expected, however, and with reasonable justification, that the principal who is successful in his personal relationships will also be successful in those professional relationships which are a part of his duties and responsibilities.

And the Greatest of These is . . .

Three characteristics apply equally to both aspects; namely, faith, humility, and courage. Of the three, perhaps the most important is faith, that great intangible which of itself breathes the warmth of life into cold belief: faith in boys and girls, faith in public education, faith in teachers, faith in mankind, faith in the community, faith in this great country of ours and in what it is to be, faith in one's self and in one's powers as a personality, and faith in the Creator of all mankind. Such a faith is a powerful personal asset to the principal. It helps him to evaluate more accurately, to discriminate more discerningly, to work more confidently, and to inspire others more genuinely. It instills the creativeness necessary to bring to fruition the ideal ends toward which all education patiently strives.

But faith alone is not enough. The scope and nature of the work of the principal, together with the strategic position which he occupies, requires the exercise of courage: courage becoming a person of great faith and creative imagination; courage to make decisions, to undertake new and promising experiments, to pursue research and to make use of the results of research; courage to use and support old, tried, and proved systematized knowledge even when this is considered out of date; courage to face the strains and stresses of a position of leadership without faltering; and courage to

face calmly and boldly the temptation, failure, and success incident to high office. Humility always asks the question: "Am I fit?" To answer this question completely and honestly also requires courage; but from frank self-examination comes self-development, and the courageous principal finds therein new power, greater strength, and wisdom more mature. His ability to think clearly, logically and constructively increases, and through his larger understanding of himself he gains in sympathetic knowledge of his fellow men.

Effects of Personality

The principal who possesses a good number of these personal qualities in a high degree will find his professional competencies increased tenfold. His administration of education and of the school will be guided by a more carefully formulated set of principles of education, based upon a sound philosophy of democratic government; by a clearer conception of the objectives of the different parts of the school program; and by a more clearly perceived recognition of the influence of administrative policies and procedures upon the education of children. His administrative and supervisory policies will be more comprehensive in their effect upon the welfare of boys and girls, and will supply a more flexible, a more readily adjustable, program of studies and services to provide for individual differences. He will give sympathetic consideration to proposals made by teachers, pupils and laymen for the improvement of the school, and he will, when possible, utilize such suggestions. If they are not practicable, he will sympathetically show why and how they are impracticable. He will also give recognition to teachers, pupils and laymen for their contributions to the school program. This makes mightily for high morale, which typifies the good school. And the good school exemplifies the fundamental principle underlying school administration: All administration is to be judged by the contribution it makes to the realization of the purpose for which the schools are organized—the education of children, youth and adults for citizenship in our American democracy.

***Principal Can Be A Living Man—or A Pompous Title**

"The imperative needs of youth can only be realized or achieved in an atmosphere of democracy, and the

WHAT should a school in a democracy be expected to do for its students? What is the best education for Americans? What do young people need to learn to do? How may we determine their needs?

These and countless other questions have been asked, answered and debated about education in the United States and elsewhere for many generations. Commissions, conventions and committees have offered blueprints of the perfect school or the perfect system. Some of the blueprints have been ignored by many educators; others have been followed with skill and enthusiasm, but the actuality has never quite resembled the ideal.

One of the most recent attempts to "blueprint" secondary education has been the study of the imperative needs of youth by the National Association of Secondary-School Principals, which were stated by the Educational Policies Commission in *Education for All American Youth*. Ten "imperative needs of youth" were set up to serve as the chief objectives for secondary schools.

If the ideals of the ten imperative needs are to be realized, the principal must be a leader in the struggle to do so. They can only be realized or achieved in an atmosphere of democracy, and the principal must lead the way in organizing the school in such a way that it will be a demonstration of the democratic method. Everyone connected with the school—parents, students, and faculty—should be represented in the organization and the government of the school. In order to do this and in order to achieve this ideal, everyone connected with the school must be well informed about the principles and the application of the principles of the organization

The Principal as a Dem

E. W. MONTGOMERY

Superintendent, Phoenix Union High Schools
President, Phoenix College
Arizona

so that he can become an active participant in the democracy of the school.

This is an ideal which often has not been achieved. The principal has too often been a despot who has not taken the students and the parents into the administration of the school, or he has been a glorified clerk, carrying out orders from the office of the superintendent. It is true that any school system must be well organized and certain general rules must be observed and followed. The principal, however, should be much more than a glorified clerk; he should be an educational leader. Above all else, he must have an interest in young people and be prepared to help them attain their personal and social ideals. He must realize that if the youth, the young men



All youth need to understand the methods of science, its influence on human life, and the main scientific facts.

principal must lead in organizing the school so that it will be a demonstration of the democratic method."

Democratic Administrator

and women seventeen years of age, are able to serve in the armed forces and defend our country, they are old enough to become a part of the democratic administration of a school.

Leadership a Group Affair

In order to be a successful leader the principal must be willing to share the leadership and functions of the administration as much as possible with the faculty, students and parents. He must understand that successful leadership in the school is not an individual matter, but a group and cooperative affair.

The successful administration of the government and activities of a school compares with the successful building of courses of study. School administrators have found that courses built by imported experts are not successful. Teachers are not sympathetic with the reorganization of a curriculum unless they have had a part in reorganizing it.

In a similar manner the plan for the construction of a new school building should be a cooperative activity.

Teachers, parents and even students should have an opportunity to express themselves on the type of plan that should be used by architects in the building of classrooms. Modern education requires modern classrooms for the teaching of classes, and buildings which are built to accommodate the various activities of the school. The principal, of course, must cooperate with the superintendent and the board of education in the development of the plans.

These examples which have been given concerning the construction of the curriculum and the planning of new buildings can be used in a similar way in the administration of the activities of the school.

The modern school should have an administrative council of the faculty. Several members of the faculty should be elected and the council should include the principal, the dean of boys, dean of girls, the registrar, the maintenance foreman, classroom teachers' president, and the sponsors of the student council and other governmental student organizations.

The student council, to be a real help to the principal, should have a well organized executive committee; its chairman should be the president of the student body; its members should include student body officers, class presidents, president of the girls' league, president of the boys' federation, and elected members from the various classes.

The various activities of the school should be under the supervision of a board of directors organized with representatives from the faculty, students and parents.

These rather detailed plans for a democratic organiza-



All youth need to develop the skills and attitudes that will make their economic life intelligent and productive.

tion of a school have been described here not as theories, but as examples which have worked successfully in large high schools. They also demonstrate the premise which was stated earlier in this article, that the leadership function in the school should be widely shared, and that there should be group cooperation, with the principal as the democratic leader. These plans have been given for

of the individual school evaluated to carry on a series of group activities in the development of the philosophy of the school and to study its present organization. The representatives of the Evaluating Committee also give some suggestions for future improvements which, of course, will be carried out in a democratic manner.

The statement of some of the ideals in the evaluation

Ten Imperative Needs of Youth:

All youth need to develop salable skills . . . to maintain good health and physical fitness . . . to understand the rights and duties of the citizen of a democratic society . . . to understand the conditions conducive to successful family life . . . to know how to purchase and use goods and services intelligently . . . to understand the methods of science and its influence on human life . . . opportunities to develop their capacities to appreciate beauty . . . to be able to use their leisure time well . . . to be able to live and work cooperatively with others . . . to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

high schools, but modifications of them may be used for other schools.

Another method by which the principal can inspire his faculty members to an improvement in the democratic administration is by using the Evaluative Criteria of the North Central Association of Colleges and Secondary Schools which were devised by the Cooperative Study of Secondary School Standards. We have had the opportunity to use these evaluative criteria successfully through a number of years.

This plan gives the opportunity for the faculty members

of Phoenix College may be pertinent and germane to the present topic:

"Students must be educated in and for democracy. They should be conscious of group and social responsibility, yet capable of independent thinking. Recognizing the ethical principle of democracy, the brotherhood of man and the dignity and worth of the individual, they should understand their freedom in attaining self-realization so long as it is consonant with the collective good. All should share in the good things of civilization, and each individual should be free to achieve and contribute to his full capacity. The grave problems of today, such as the race with the hydrogen bomb, need to be accepted by youth as their own problems.

"Students must learn to profit from differences in other persons and to adjust to changing times. They should be willing to accept 'different' ideas, to study all sides of a question, to develop habits of critical thinking and to fight bigotry and superstition.

Education for Life

"Students must learn to live fully. They should know how to enjoy themselves as well as others, how to enjoy their vocational as well as avocational life, how to make worthwhile use of fragments of time, and how to entertain themselves without resorting to constant external stimulation.

"Students must learn to understand themselves and to plan their life work in terms of that understanding. Opportunity should be given them to explore different areas, especially if they have not decided on a definite course of study. They should learn to fit into their social and vocational environment and to help themselves as responsible group members."

If the principal is a democratic administrator and an inspirational leader, he can organize his school so that it can realize a great many of these ideals.



Encourage the capacity to appreciate and create beauty.

SPOTLIGHT

U. S. Earmarks \$67 Million for School Construction; Kansas College Gets First Education TV Authorization; 200 Future GI's Get University Scholarships; 1,300,000 Teachers to be Needed; British Scholarships for U. S.

Nation's Schools Spent Less per Pupil Last Year than Two Previous Years; Commissioner McGrath Finds Condition 'Shocking'

Despite the fact that the nation's income after taxes rose \$55 per person in 1951, American cities spent less per school child that year than the two previous years.

This information was revealed in a study made by the U. S. Office of Education covering public school systems in 259 cities ranging upwards in population from 2,500.

The current expenditure per pupil in 1950-51, according to the survey, ranged in different regions from a high of \$425 to a low of \$84. Both of these figures were reported by cities in the surveyed group of 66 with a population of 2,500 to 9,999.

Investigators found that the median per-pupil current expenditure for all the 259 cities surveyed was \$219. This means that half of the cities spent more than \$219 and the other half spent less.

Other highlights of this study, which is published as Circular No. 337, were:

1. Expenditures per pupil were largest in city school systems of northeast United States and smallest among the school systems of the South.

2. A breakdown of expenditures showed that, on the average, from 72 to 76 cents of the 1951 school dollar went for instruction costs. Three to four cents of it went to administration. Ten cents went for plant operation; and five cents to maintenance. What was left went for auxiliary school services and for fixed charges such as pension and retirement funds.

3. The report makes a point of the fact that the schools with the higher current expenditures per pupil are usually the ones which attract and keep competent, experienced teachers, make use of latest teaching materials; and offer addi-



The attractive wood, iron and leather pieces in the Torry Elementary School, Birmingham, Michigan, prove that durable school furniture need not be heavy.

tional advantages, such as kindergarten facilities, a well-diversified curriculum including the fine arts and vocational and pre-vocational opportunities, special classes for exceptional children, playground and gymnasium facilities, counselling and health services and school lunch.

In reporting the findings of the survey, Earl J. McGrath, U. S. Commissioner of Education, declared: "The nation's need for responsible citizens in the crucial years ahead calls for the most effective education within our means. It must be provided now. We cannot afford a further reduction in educational standards in our public schools. The actual educational investment in each boy and girl attending school last year dropped by six dollars in terms of uniform purchasing power as

shown in the Consumers Price Index, 1950-51 base."

U. S. Earmarks \$67 Million For School Construction

Sixty-seven million dollars have been earmarked for school construction projects in overcrowded defense areas by the Office of Education of the Federal Security Agency. This is from a fund of \$195 million appropriated by the 82nd Congress to provide grants to local school districts in "Federally-affected" defense areas.

Funds set aside will take care of 579 construction projects where the need has been proved to be most urgent, and for which applications have been fully processed. Under

SPOTLIGHT

Public Law 815, funds can only be allotted on the basis of "relative urgency of need" and priorities are set by (1) the percentage of children in the school district who are "federally-connected," as defined by the Act, and (2) the percentage of children in the school district for whom no minimum standard school facilities exist.

The Office of Education announced that additional funds will be reserved for other projects as soon as field reports are completed and applications are processed.

Under this program state departments of education are providing assistance to school districts in helping them file applications for federal assistance. The construction and engineering features of this program are under the immediate supervision of the Community Facilities Service of the Housing and Home Finance Agency.

Columbia Offers Course In Gov't Procurement

A course in government procurement and contracts will be offered this fall by the Columbia University School of General Studies with the approval of Columbia School of Law.

Believed to be the first of its kind at a collegiate level, the new course will deal with the analysis of pricing provisions and practices; facility and tooling arrangements; product inspection and quality control policies; research and development work; patent and copyright questions; allocation of risks and insurance matters; federal, state and local tax problems; compliance with labor laws; protection of classified security information; and the usual termination provisions and regulations.

Beril Edelman, supervisor of Government Procedures, Renegotiation and Methods for a leading electrical equipment manufacturer, who is also a professional engineer, will conduct the course. It is open to executives, engineers, attorneys, government personnel and others who are inter-

ested, including graduate and undergraduate students.

Kansas College Gets First TV Authorization

The first educational institution to receive authorization by the Federal Communications Commission to construct television station was Kansas State College of Agriculture and Applied Science in Manhattan, Kansas.

FCC pointed out that the grant was made to Kansas State College "despite the fact that additional legislative action appears to be required in order for the applicant to secure the necessary funds."

FCC's Sixth Report and Order, which called for the reservations of a designated number of TV channels for educational purposes, specified that "State educational institutions and governing bodies in many instances are required to obtain legislative appropriations in order to carry out their educational television programs."

Three FCC Commissioners approved the grant; two voted against it and two were absent. The dissenters' took the position that the grant should have been withheld pending State legislative action.

Permits for three other stations were granted to the Board of Regents of the University of the State of New York for stations at Albany, Buffalo and Rochester. Two commissioners dissented in voting this permit for the same reasons described in the Kansas State College case.

200 Future G.I.'s Get University Scholarships

Two hundred students, all under 16½ years of age, have received pre-induction scholarships through grants from Yale, Columbia, Wisconsin and Chicago Universities. Each university will enroll 50 students for the academic year of 1951-52 as part of an experimental program designed to provide two years of liberal education prior to national military service.

Most of the students will not have

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finished high school. Scholarships for this experimental program were offered on a national basis and selection of the students was made on the basis of secondary school grades, school recommendations, and scores in College Entrance examinations given last spring.

The experimental educational program was made possible last year by a grant of nearly \$2 million from the Ford Foundation's Fund for the Advancement of Education. This is the second year of the experimental program to offer special educational opportunities to young men about to be called for military service.

tendency in Texas, including the County Superintendent, the County School Board and all staff members, has been undertaken by the Executive Committee of the County Superintendents and County Supervisors Association of Texas.

According to Dale E. Howard, Assistant Superintendent of Travis County Schools, Austin, Texas, and Director of the study, the request for the survey came from the rank-and-file educational leaders and is being conducted from the "grass-roots approach."

Assisting the director in making this study are two county superin-

SPOTLIGHT

tendents from each of the eleven Texas state teachers' association districts covering the state. They are supervising the survey in their own districts with the aid of a consultant from an institution of higher education. The Texas commissioner of education is general consultant.

Investigators will concentrate their attention on the following "problem areas": 1. The status of county-level educational services in Texas; 2.

Use Audio-Visual Aids To Teach Languages

The study of foreign languages is made easier for students at the University of Texas, in Austin, through the use of latest audio-visual aids installed in Batts Hall, the new modern languages building.

Four listening rooms give students an opportunity to hear any of the languages taught through recordings played from a central control room. Beginning and elementary Spanish and French students can spend 30 minutes to an hour every day hearing and repeating their next assignment.

The building contains 21 large speakers in classrooms and listening rooms as well as ten individual machines for playing recordings. The main feature of the new building is an auditorium-theater where foreign language films without English titles are shown at least once a week.

The foreign languages department plans to develop its own visual aids designed to help students learn to speak foreign tongues. The building, which is comfortably air conditioned, also contains a special laboratory for phonetics work with such modern equipment as a sound spectrograph and individual listening booths.

Texas County Educators Make State-Wide Survey

A state-wide study of the status and functions of the county superin-

SE-410

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Supplementary educational services; 3. Administrative and legal services to districts; 4. Other pertinent information; 5. Relationship of county-level services to independent school districts; 6. Transportation; 7. Relationship between the county superintendent and the county board of education; 8. Consultant responsibilities to districts and to individuals.

"It is hoped," declared Director Howard, "the study will reveal to the people of Texas the new and expanded role of the county superintendent and what is being done in the county superintendency to meet emergent functions of the new program and of education on the county level under modern conditions. The Texas County Superintendents are lifting themselves up by their own boot straps and are preparing for a new role of educational leadership."

Editorial Honors for The School Executive

A Certificate of Merit in Industrial Marketing's 14th Editorial Achievement Competition has been

awarded to THE SCHOOL EXECUTIVE for its January 1951 issue, "The Superintendent's Job." The framed certificate, which has been hung beside two similar awards for "outstanding single issue" and "outstanding graphic presentation" presented in last year's competition, reads as follows:

"For Editorial Excellence . . . Class, Institutional and Professional . . . 1952 Award of Merit to THE SCHOOL EXECUTIVE for outstanding single issue published during the period ending December 31, 1951, in the fourteenth annual editorial competition conducted by Industrial Marketing."

Dearborn Schools Launch 2-Year Curriculum Study

A two-year secondary school improvement program is being undertaken by the Dearborn, Michigan, Public Schools under a \$143,000 grant by the Ford Foundation's Fund for the Advancement of Education.

During this period Dearborn school personnel will be involved in an intensive study of high school curriculum programs, and the results of the project will be put into effect in the Dearborn schools.

The Dearborn Schools will work



Sylvania Electric
The new fluorescent lighting system in the schools of Hempstead, Long Island, provides four times more light without overloading the original wiring system.

SPOTLIGHT

closely with the Department of Education of the University of Chicago in this project. Twenty-four teachers are being selected from local schools to be assigned full time to the program. They will spend at least one semester of the two-year program at the University of Chicago in research and study.

James A. Lewis, Superintendent of the Dearborn Schools, believes the results of this curriculum study will be of national significance. "The establishment of the project recognizes the nation-wide desire to help adapt the current program of secondary education to the changing needs. There is a need for periodic retooling in education just as it is practiced in industry," Lewis declared.

Legal Aide to FCC Accepts Post with JCET

Federal Communications Commission attorney Walter B. Emery has resigned his position with that agency to accept the assignment of special legal consultant for the Joint Committee on Educational Television, according to JCET Chairman, Edgar Fuller.

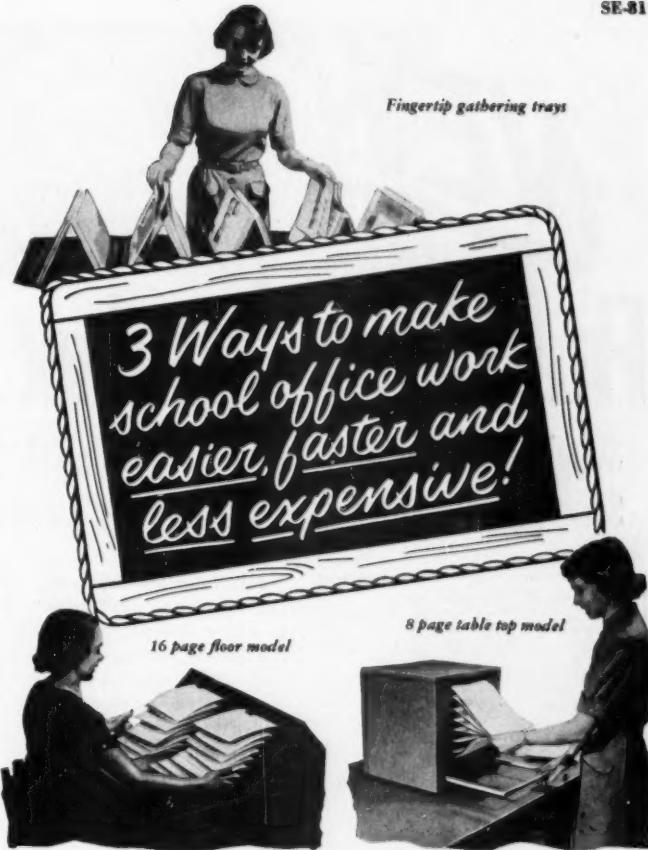
Emery, who served with FCC for nine years, will play an important part in JCET's field service program, Fuller declared. One of his duties will be to attend regional and statewide educational meetings, providing general assistance to educational groups interested in filing applications for non-commercial educational stations.

Open Research Center In Nursing Education

A center for research and experimentation in field service in nursing education began work September 1 at the Division of Nursing Education at Teachers College, Columbia University.

The project will span a five-year period and will study major problems in nursing service and nursing education in the United States.

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grant by the Rockefeller Foundation, the center is believed to be the first of its kind to be organized at a college or university in the field of nursing.

According to Dr. R. Louise Manus, division director, the project will give immediate attention to the critical need for improving and increasing nursing service throughout the nation and will work closely with the National League for Nursing and other professional nursing organizations.

Open New Institute On Teaching Handicapped

Starting September 1, the University of Illinois, in Urbana, opened the nation's first Institute for Research on Exceptional Children. The institute has been set up to expand the university's research activities on behalf of both handicapped and gifted children and is carrying on its new program in cooperation with the Illinois Departments of Public Welfare and Public Instruction.

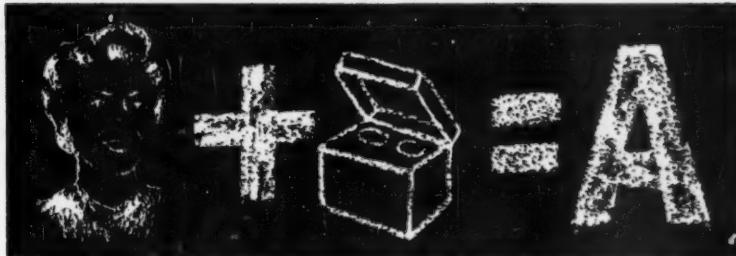
The Institute will provide opportunities for training research workers and will conduct research to improve the effectiveness of the work of both public and private agencies for exceptional children.

Director of the new Institute is Dr. Samuel A. Kirk, professor of education, who has been in charge of the research program on exceptional children in the University's College of Education. He will work in consultation with an advisory committee representing the University of Illinois, the Department of Public Welfare, and the Department of Public Instruction.

Many Students Take Part In Ford's I.A.A. Contest

Rules for the 1953 Industrial Arts Awards competition sponsored by the Ford Motor Company will be announced this month after school terms get under way.

According to Mott B. Heath, manager of Ford's community relations



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department, participation in the 1952 competition increased 115 per cent over the previous year and an even greater participation is expected this year.

Junior and senior high school students sent more than 5100 entries this year. These were judged in July at the Henry Ford Museum in Greenfield Village, Dearborn, Mich., and 1300 received cash prizes ranging from \$100 to \$20 with a gold pin for place awards.

Seven hundred of the best entries went on exhibit at the Museum of Science and Industry in Chicago on August 1. The exhibit continues through September 14.

Dewey F. Barich, former faculty member of Kent State University, Kent, Ohio, is the I.A.A. program manager.

World Educators Hear Report on U. S. Education

The trend toward greater citizen participation in planning school programs was described by U. S. Commissioner of Education Earl J. McGrath in a report before world leaders in education in Geneva, Switzerland.

Some 288,000 men and women serve on local school boards in the United States, Dr. McGrath declared. He added that 1700 voluntary citizens' groups in 47 states are cooperating with the National Citizens Commission for the Public Schools and 6,500,000 parents participate in school activities through the Congress of Parents and Teachers.

Growing citizen participation was one of the many new trends in education in the United States described by the U. S. Commissioner in his report, entitled "Educational Developments in the United States in 1951-52." Other new developments which he highlighted were: the efforts to use television for the advancement of education; better standards for teacher preparation and emphasis on learning by doing; introduction of educational programs that promote international good will and understanding.

McGrath delivered the report be-

fore the Fifteenth International Conference on Public Education which was sponsored jointly by the International Bureau of Education and the United Nations Educational, Scientific and Cultural Organization.

Nutrition Educators To Meet in Minneapolis

Approximately 3,500 educators in the field of dietetics and nutrition are expected to convene in Minneapolis, Minnesota, October 21 through 24 for the 34th Annual Meeting of the American Dietetic Association.

Directors of dietetic internships will assemble on Saturday and Sunday preceding the meeting for a session on the "Development of Evaluation Scales." Leading the group will be Dr. Eleroy Stromberg, Chairman of Psychology, Cleveland College, Western Reserve University.

Highlights of the meeting will be: a demonstration on the use of psychodramas as a technique in solving on-the-job problems by John S. Pearson of the Division of Public Institutions, Rochester, Minnesota, State Hospital; a session entitled "Modern Techniques in Teaching" headed by Dr. Ercel S. Eppright, Head of the Department of Foods and Nutrition, Iowa State College, Ames; and an address on "Conventional Laboratory Technique versus Demonstration Technique in Teaching" by May Stiles Bay of Michigan State College, East Lansing.

Other sessions will be devoted to techniques for training employees, institution management, nutrition and public health.

Educators Launch New Radio Series

The life, times and philosophy of Thomas Jefferson will be the first of a series of radio broadcasts sponsored by the National Association of Educational Broadcasters. These are being produced under a \$300,000 grant from the Fund for Adult Education established by the Ford Foundation.

The Jefferson sequence, titled "Our Jefferson Heritage", will run for thirteen weeks and will be fol-

lowed by four other series which will be circulated through the tape network of the National Association of Educational Broadcasters. Others to follow will be "The Nature of Man," "International Understanding" and "Public Affairs."

Screen actor Claude Rains will portray Jefferson in the first sequence.

New York City's Radio Station WNYC will be the outlet for these programs in the Metropolitan area.

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It will be heard elsewhere in the nation over member stations of the tape network which includes stations operated by educational institutions, cooperatives, public service and other non commercial agencies. These educational programs are also to be offered to commercial radio stations on

SE-89



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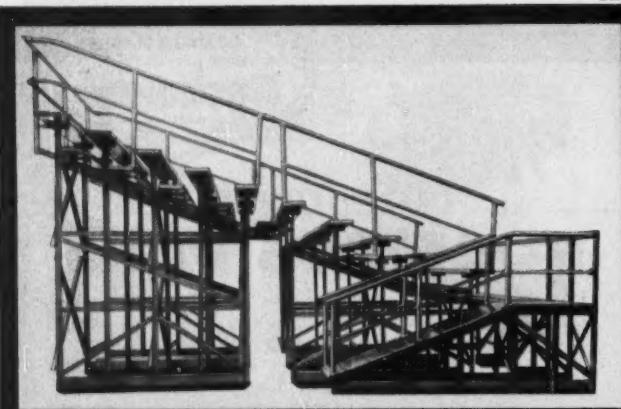
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a sustaining basis and it is expected that at least one of the four series to be produced will be broadcast over a national network.

Reading Guidance Group To Publish New Magazine

The Reading Teacher, bulletin of The International Council for the Improvement of Reading Instruction, has been expanded to a full-sized magazine beginning with the fall issue.

This new professional magazine resulted from a decision reached at the Council's Triennial Meeting held in New York City last April.

Nancy Lerrick, who edited the bulletin, remains as editor of the new publication. The International Council for the Improvement of Reading Instruction has its office at the Reading Laboratory, University of Pittsburgh, Pittsburgh 13, Pennsylvania.

SE-88

AIFT to Offer Masters Degree in Foreign Trade

Beginning with the fall term, the American Institute for Foreign Trade, Phoenix, Arizona, will offer a two-year course leading to the Master of Foreign Trade degree, AIFT President Edward B. Juliber announced last month.

Up to now the Institute, which trains men and women for careers in foreign trade and foreign service, has been offering a two-year course leading to a Bachelor of Foreign Trade degree to students who have completed three years of college.

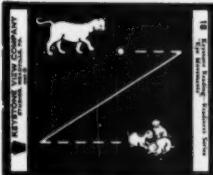
The graduate course incorporated individual research with oral defense of a thesis as well as classroom work at the graduate level.

Magnetic Sound Tracks Offer New Teaching Aid

Instructors can now add their own commentary to existing educational films through the use of magnetic sound tracks. This new development makes it possible to bring up-to-date



Slide from the series on "Visual Discrimination".



Slide from the series on "Kinesthetic and Left-to-Right Progression".



Slide from the "Story in Sequence" series.



Slide from the series on "Auditory Perception".

Reading Readiness is a Major Problem of Modern Education

This class is being prepared for reading—and being prepared in conformity with the visual limitations of small children, who are usually farsighted but are required to use their eyes at near point.

The Keystone Reading-Readiness Slides provide unusual possibilities for group work—visual, auditory, and kinesthetic—through the ease with which the slides can be projected with the Keystone Overhead Projector, in a daylighted room, on the blackboard.

The pictures are well drawn and highly colorful.

The Keystone Reading-Readiness Series of 100 Lantern Slides covers all the requirements of reading-readiness training. Subject matter: Visual Discrimination, 16 slides. Kinesthetic and Left-to-Right, 3 slides. Concept Building and Classification, 15 slides. Language Development, 16 slides. Vocabulary and Concept of Reading, 9 slides. Auditory Perception, 37 slides. Combined Visual and Auditory Discrimination, 4 slides.

Further information will be sent upon request.

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Recommended where one player must serve many requirements, this unit is our most popular player. It offers Varipole, variable speed, a powerful amplifier and a 12" concert speaker, yet weighs only 20 pounds. It is ideal for dancing, music, public speaking, typing classes, and auditorium use.

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material that may be obsolete, or slant material for another grade level, or add new information—thus giving added usefulness to existing films.

In reporting the value of this new device, the National Audio-Visual Association cautions those who wish to adapt films to their own special uses to observe copyright restrictions. "Under certain circumstances," warns NAVA, "we understand that it might be possible for a producer to invalidate his copyright on a film by failing to take the proper steps in the case of alteration of the copyrighted film." In order to help producers safeguard their copyrights, NAVA suggests that educators and others who wish to revise a film by using magnetic sound recordings of their own should send the new script to the producer, who will read it without charge and advise whether the changes are within the copyright regulations.

**Rural Schools Boost
Scouting Program**

In the past year Scout Units sponsored by schools and parent-teachers associations increased by more than 1,000, according to Harry K. Eby, national director of school relationships of the Boy Scouts of America.

School-sponsored scouting was responsible for 45 percent of the organization's national gain, the scouting official told county and rural area school superintendents. "Much of the gain," he said, "is due to the project on Scouting in Rural Schools."

**New Agency to Accredit
Teacher Education Seen**

The quality and methods of preparing teachers for the nation's schools were given a thorough examination by more than 500 educators who attended the Seventh Annual National Conference sponsored by the National Commission on Teacher Education and Professional Standards of the National Education Association, held this summer at



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Western Michigan College of Education in Kalamazoo.

Participants in the conference included classroom teachers and school administrators, college administrators and professors, PTA presidents, school board members, and representatives of state education associations and state departments of education.

Major emphasis was given during the conference to a study of the proposed National Council for Accreditation of Teacher Education. This project is expected to lead to the establishment of a new national accrediting agency for teacher education. Approval of the proposed council has already been given by the NEA Commission, the American Association of Colleges for Teacher Education, National Council of Chief State School Officers, National School Boards Association, National Association of State Directors of Teacher Education and Certification and the National Education Association.

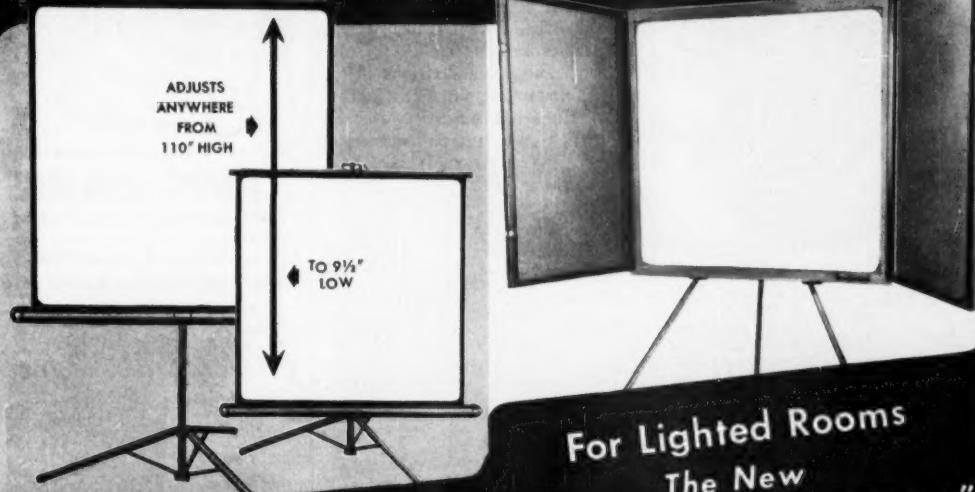
In his keynote address L. D. Haskev, Dean of the College of Education, University of Texas, scored "the teaching profession in many states" for "keeping alive, through patronage and through ready acceptance of graduates into the ranks of the profession, colleges whose programs are mediocre and whose standards are almost non-existent."

M. Margaret Stroh, National Executive Secretary of Delta Kappa Gamma Society pointed out that "There is still no public perception, even among the supposedly enlightened, of the gigantic proportions of the teacher's job." She called on administrators to avoid heaping unnecessary duties on teachers.

New Training Program for School Administrators

Dr. Herold C. Hunt, General Superintendent of Schools of Chicago, will serve in the coming year as Consultant on Educational Administration in the Harvard Graduate School of Education, advising on the development of a new doctoral training program for school administrators, to be inaugurated this month. The new program will stress field work,

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For Darkened Rooms The New RADIANT "Educator"

Here is the perfect school screen that schools have been demanding—especially designed by Radiant to meet the exacting and precise specifications of the educational field. It brings remarkable versatility—screen adjusts from low of only 9½" from floor to a height of 110" in the 70° model. It is adjustable for square sizes for slides or rectangular sizes for movies. It offers extreme simplicity of operation—just a touch of the toe and the tripod legs fly open ready for use. Possesses many other features. GUARANTEED FOR 10 FULL YEARS.



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RADIANT Projection Screens

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Educators who have tested the "Classroom" screen thoroughly report that it does away with the need for costly room-darkening equipment in most classrooms—if used according to directions. It permits normal room ventilation. It allows students to take notes during movies, slide, film-strip and overhead projection—while the material is fresh in mind. It permits simultaneous use of supplementary material. It allows normal teacher-pupil contact and better audience control. Screen surface is unbreakable and washable.

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Dr. Hunt has served as teacher, principal, and superintendent of schools in Kalamazoo, Michigan; New Rochelle, New York; and Kansas City, Missouri, and was appointed to his present post in August, 1947. He has served as President of the American Association of School Administrators, as Chairman of the American Council on Education, as Vice President of the National Congress of Parents and Teachers and Chairman of the Board of Trustees of the Educational Testing Service.

1,300,000 New Teachers Needed by End of Decade

The nation's public schools will have to recruit eleven out of every hundred high school graduates up to 1960 to fill the present and expected shortage of 1,300,000 teachers in the elementary and secondary schools, according to Dr. Willard S. Elsbree, Professor of Education at Teachers College, Columbia University.

Dr. Elsbree made this estimate in a report on a conference of twenty-three high school principals who met at Teachers College, Columbia University, from July 7 to July 25. The principals represented sixteen states.

Stressing the administrator's responsibility in teacher selection and recruitment, he said that 260,000 secondary school teachers will be needed to fill new positions, replace teachers who leave the profession and replace those now teaching on emergency certificates. Elementary school personnel requirements will be even more critical, he asserted. A total of 1,040,000 elementary teachers will be needed in this decade. The report recommended that high school principals and their professional organizations "assume more responsibility in recruiting promising students" and cooperate more closely

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with teacher-training institutions in making policies for selecting prospective teachers.

The principals deplored the "high-pressure tactics used by some colleges in lining up high school students for athletic teams." One principal noted that a star football player in his school had been offered scholarships totaling \$100,000.

"This is a decidedly bad influence on young students and defeats the purpose of high school athletics," the report stated. It was urged that principals' organizations try to correct or prevent these methods. Several principals suggested that all inquiries about high school athletics be handled by the school guidance officer.

The principals' work conference was sponsored by the division of secondary school administration of Teachers College, Columbia University. Its chairmen were Dr. Lloyd Michael, Superintendent of Schools of Evanston, Illinois, and Dr. David Austin, Associate Professor of Education at Teachers College.

American Education Week Scheduled November 9-15

The 32nd annual observance of American Education Week, November 9-15, 1952, will again direct nationwide attention to the work of the schools. The central theme of the 1952 program is "Children in Today's World," with daily emphases upon "Their Churches," "Their Homes," "Their Heritage," "Their Schools," "Their Country," "Their Future."

The two major activities of American Education Week are school visitation and educational interpretation. From November 9 to 15 nearly 10 million parents are expected to visit America's schools. Every effort will be made to bring the people to the schools and to take the schools to the people. Newspapers, radio and television will explain the school program. Ministers will speak of education from their pulpits. PTA's, service clubs, and other lay groups will plan special programs. Posters, window displays, and movie newsreels

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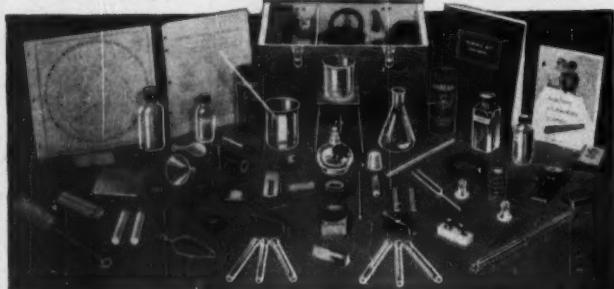
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will tell of the work of the schools.

American Education Week is sponsored by the National Education Association, The American Legion, the National Congress of Parents and Teachers, and the U. S. Office of Education. Special helps are available at nominal cost for the use of planning committees and community leaders who need ideas on what to do and how to do it. For suggestions and prices on the materials available address your inquiry to the National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C.

**British Scholarships
For U. S. Students**

Britain has decided to say "Thank you" for America's Marshall Aid by setting up twelve annual scholarships to British universities for American students. The scholarships would be open both to men and women, and could be taken up at any university.

They will be known as Marshall Scholarships, to commemorate General George C. Marshall, former U. S. Secretary of State whose name was popularly given to America's European Recovery Program. The heads of all the principal universities in Britain have agreed to cooperate in the plan. Parliament will be asked to vote funds towards the project.

**Communist Destroyed
Texts to be Replaced**

Textbooks destroyed by Communists in their invasion of Korea are soon to be replaced as the result of two recent gifts to the Korean Ministry of Education. More than 1,500 tons of paper, enough to provide 7,500,000 textbooks, have been shipped from Canada, Japan and the United States by the UN Korean Reconstruction Agency. The Committee for Free Asia, a private voluntary organization, has also donated 1,000 tons of newsprint for conversion into textbooks for Korean public schools. UNESCO's gift of \$100,000 worth of high speed printing machinery will be used in the production of the needed books.

Oregon City Study Finds School Children Thrifty

If Oregon City is typical, cities of 10 to 25 thousand combining industrial and agricultural population tend to develop thrift habits in children.

A graduate workshop in education, directed during summer session by Dr. Harold Saxe Tuttle at Lewis and Clark College, Portland, Oregon, surveyed selected social factors affecting the education of children in Oregon City. Consultant for the six-week study was Dr. Eduard C. Lindeman, former professor of social philosophy at Columbia University.

Interviews with 86 per cent of 212 ninth graders showed that 99 percent of these boys and girls earn money for their own clothes and for savings accounts. Two-thirds of the youngsters wish to enter vocations which require education beyond high school. Interviews with their parents showed only 22 per cent disagreement in vocational preference.

Recreational interests of the same children and their parents, the survey indicated, are largely those so well provided for by Oregon's great outdoor playland. Although opportunities for music, drama and folk dancing appear to be inadequate, less than 20 percent of the population utilizes the city's outdoor recreational facilities.

Individual files for ninth graders, containing all scores from batteries of standard tests administered preceding the interviews as well as the interview reports with pupils and parents, will be available to high school counselors.

The workshop, which Dr. Lindeman described as an "exciting experiment in functional teacher education," is based on the principle of interest on the part of the learner, democratic group decisions and realism of tasks undertaken. To avoid extrinsic motivation, formal assignments, examinations, term papers and grades were replaced by actual school-community projects, public forums and written reports to the school board.

The study was conducted for the second year in Oregon City at the invitation of the school administration and chamber of commerce after an earlier two-year study in nearby Oswego.

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Pamphlets of Interest

U. S. Office of Education

(The following may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.)

Know Your School Law by Ward W. Keesecker is designed to help educators and laymen understand educational legislation—its importance and origin—and how to go about im-

proving laws affecting schools. Federal Security Agency Bulletin 1952, No. 1. Price: 15 cents.

Scholarships and fellowships Available at Institutions of Higher Education by Theresa Birch Wilkins brings up-to-date an indispensable guide to undergraduate and graduate students on sources of financial aid for study in schools and colleges throughout the nation. Lists institutions of higher education offering scholarships and

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fellowships, with a subject-matter breakdown, and a list of state grants. Federal Security Agency Bulletin 1951, No. 16. Price: 55 cents.

Manual of Instructions for Preparation of CMP-4C Applications for School, College, Museum and Library Construction: Request copies from Federal Security Agency, Office of Education, Division of Civilian Education Requirements, Washington 25, D. C.

Earned Degrees Conferred by Higher Educational Institutions 1950-1951 by Robert C. Story is the fourth annual directory of earned degrees conferred by colleges and universities in the United States. Here special attention is given to the fields of study in which the degrees were earned. Federal Security Agency Circular No. 333, February 1952. Price: 60 cents.

Counseling High-School Students during the Defense Period by Leonard M. Miller is designed to help secondary school administrators give guidance to students approaching the age of entry into military service. It reviews some of the important military, economic and psychological pressures of our times, suggests methods of counseling students, and calls for a long-range program to deal with the educational, vocational, military, social and moral aspects of student life in these times of stress. Federal Security Agency, 1952. Price: 25 cents.

Counseling College Students during the Defense Period by Willard W. Blaesser and Everett H. Hopkins is a companion manual to the one described above which deals with a counseling program for college-level students faced with the prospect of entering military service. Federal Security Agency, 1952. Price: 25 cents.

Students and the Armed Forces is a source book of information about the armed forces for students, teachers, counselors and administrators of secondary schools and colleges. It has been designed by the Department of Defense to be used with the two preceding manuals. Department of Defense. Price: 45 cents.

U. S. Government Publications

Civil Defense in Schools is one of

a series of technical manuals prepared by the Federal Civil Defense Administration and is directed primarily to local and state superintendents of schools to help them organize and operate school civil defense programs. TM-16-1, April 1952. Price: 15 cents.

The Outlook for Women in Social Work is the eighth and final pamphlet in a series which describes job opportunities for women in this rapidly expanding field including an analysis of changes and trends in the profession and an appraisal of future needs. Bulletin of the Women's Bureau No. 235-8, United States Department of Labor, 1952. Price: 30 cents.

Girl Scouts of the United States of America is the 1951 Annual Report to Congress of this organization. Made in compliance with Section 7 of the Act of March 16, 1950, incorporating the Girl Scouts of the U.S.A. Contains a record of YWCA activities for the year ending December 31, 1951, lists officers and National Board of Directors and its committees and includes an audited financial statement for the same period. House Document No. 411.

Boy Scouts of America—1951 is the 42nd annual report of this organization presented to the 82nd Congress in accordance with the act of June 15, 1916 incorporating the Boy Scouts of America. Includes the proceedings of the year, report of finances, listing of officers, board members, committees and tables of membership. House Document No. 401, 1952. Price: 65 cents.

National Education Association

The following pamphlets are available from the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C.

Teacher Personnel Procedures, 1950-51: Employment Conditions in Service. (Research Bulletin, Vol. 30, No. 2) The April issue of NEA's quarterly covers teachers' salaries, promotions, sick leave and other related problems. Price: Free to NEA members. Available by special subscription at \$2.00 a year, or single copies at 50 cents.

Education in Lay Magazines, April 1, 1952, offers a summary and

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digest of educational articles in lay magazines for the first three months of 1952. Circular No. 4, Educational Research Service, prepared by the American Association of School Administrators and the Research Division of NEA. Price: 50 cents.

An Educational Platform for the Public Schools is a basic statement of educational policy worked out by school superintendents of large cities of the United States and Canada. Deals with such matters as: standards of teaching, responsibilities of schools, curriculum, organization and administration, instructional materials, moral and spiritual values, relations with parents, etc. Distributed by Educational Research Service of NEA.

Combating Prejudice through Science Teaching by Will Burnett is Volume 8 of a series of teaching aids entitled "Science Teaching Today" issued by the National Science Teachers Association, a department of the NEA. Price: \$1.00.

Colleges and Universities

(The following pamphlets are available from Columbia University Press, 2960 Broadway, New York 27.)

Growing through Play and New Play Experiences for Children are two pamphlets which resulted from an exploratory study of play in fostering healthy personality development of young children, sponsored by the Caroline Zachry Institute under a two-year grant from the National Institute of Mental Health. Price: 75 cents each.

United Nations: Housing and Town and Country Planning, Bulletin No. 5. A survey of community facilities and services in large-scale housing developments in the United States, Sweden, Israel and the United Kingdom, including a study of housing and planning developments in the USSR. Price: \$1.25.

The Report of the Survey of the Public School Building Requirements of the Shawnee-Mission, Kansas High School Area made by the Institute of Field Studies, Teachers College, Columbia University, 1952. For copies write to the Institute,

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Henry H. Linn, Director of Survey.
Report of the Survey of the Croton-Harmon Schools, Croton-on-Hudson, New York, made by the Institute of Field Studies, Teachers College, Columbia University, New York, 1952. For copies write to the institute, Willard S. Elsbree, Director of Survey.

A School for Tomorrow—A Plan for Building an Educational Program and the Facilities to House It, District 21, Will County, Illinois. A survey made by the Office of Field Services, College of Education, University of Illinois, Urbana, 1952.

Problems of Teacher Compensation, a report of the second administrative seminar held in Albany, N.Y., April, 1952, by the New York State College for Teachers, Albany Capital Area School Development Association and the Cooperative Program in Educational Administration. Discusses these three problems: Special Pay for Services; Merit Rating for Teachers; Status and Future of New York State Salaries.

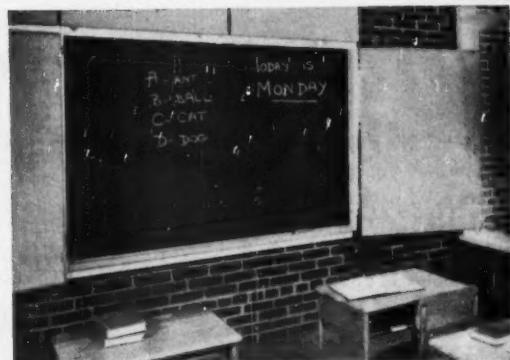
Improving the High School Program through Unit Teaching by Vernon A. Musselman and others. Vol. 24, No. 4, June, 1952, edition of Bulletin of the Bureau of School Service, College of Education, University of Kentucky, Lexington. Price 50 cents.

Your Rugged Constitution by Bruce and Esther Findlay tells in a lively manner, with many colorful illustrations by Richard Dawson, the whole story of the Constitution of the United States, how it came to be, what it does and what it can be made to do. Stanford University Press, Stanford, California.

Boards of Education

Vocational Education in the New York City Schools, Part I and Part II. Report of a study conducted by the New York State Education Department with the cooperation of the staff of the Board of Education of the City of New York to determine the extent and quality of vocational training in the city schools. Two volumes, March, 1951.

Department of Municipal Recreation and Adult Education of the Mil-



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waukee Public Schools. A survey of the use of school facilities for community purposes prepared in 1950. Board of Education, 1111 North 10th Street, Milwaukee, Wisconsin.

Getting Your Child Ready for School is a handbook for parents by first grade teachers. Published by the Board of Education, Champaign Community Unit School District No. 4, Champaign, Illinois.

Art in the Elementary Schools—A Manual for Teachers. Curriculum Bulletin No. 2, 1951-1952, published by the Board of Education of the City of New York. Spiral binding, many illustrations, some in color.

Science Research Associates

(The following pamphlets can be obtained from Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois)

Guide to Good Manners by Mary Beery provides etiquette material for younger boys and girls which they themselves can understand with or without help from grownups. Price: 40 cents; 3 for \$1.00.

Your Child and Radio, TV, Comics and Movies by Paul Witty and Harry Bricker gives a constructive approach on how parents and teachers can guide children to get the best advantages from these controversial forms of entertainment. Price: 40 cents; 3 for \$1.00.

Facts about Juvenile Delinquency by Ruth Strang is a book by a leading educator which explains juvenile delinquency to teen-agers and tells them what they can do to keep it from spreading. Price: 40 cents; 3 for \$1.00.

Baby-sitters' Handbook by Judy Flander is a guide for teen-age sitters on how to do their job well; how to care for babies and children; what to know before the parents leave; how to negotiate pay; etc. Price: 40 cents; 3 for \$1.00.

High School Ahead! By Rolfe Lanier Hunt is a "road-map" for junior high school students on what they can expect to get out of high school. Price: 40 cents; 3 for \$1.00.

Parents and Teachers as Partners by Evan Grant tells what has



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Public Affairs Committee

(The following pamphlets can be obtained from Public Affairs Committee, 22 East 38 Street, New York 16, N. Y.)

Children Who Never Had a Chance by Lucy Freeman is a study of the program of federal-state aid to dependent children. Public Affairs Pamphlet No. 183. Price: 25 cents.

Getting Ready to Retire by Kathryn Close is a manual for senior citizens on how to make the most of their later years when their job days are over. Public Affairs Pamphlet No. 182. Price: 25 cents.

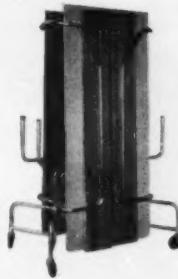
Miscellaneous

Education in a Period of National Preparedness, edited by Arthur E. Traxler, is a report of the Sixteenth Educational Conference held in New York City, November 1-2, 1951, under the Auspices of the Educational Records Bureau and the American Council on Education. Series I, Number 53, Reports of Committees and Conferences, Vol. XVI, April 1952. Available from American Council on Education, 1785 Massachusetts Ave., N. W., Washington 6, D. C. Price: \$1.50.

We Look at Curriculum Growth in New Jersey's High Schools—1952 yearbook of the New Jersey Secondary School Teachers' Association. Available from Mr. Lester D. Beers, treasurer, 1035 Kenyon Avenue, Plainfield, New Jersey. Price: \$1.00.

Modern Philanthropy and Human Welfare—a round-table discussion on the question: Can free philanthropic enterprise now influence significantly the course of modern health and welfare, as it did so notably during the early decades of this century? Participants are: Bradley Buell, Director, Community Research Associates, Inc.; Harry O. Page, Deputy Commissioner, New York State Department of Social Welfare; Paul T. Beisser, Family and Children's Consultant; Dr. Roscoe P. Kandle, Field Director, The American Public Health Associa-

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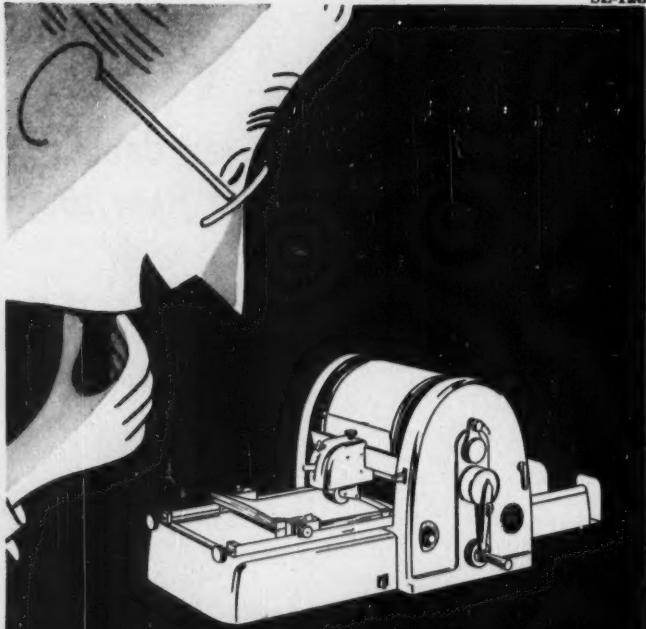
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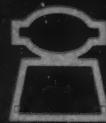
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tion; Dr. Carl E. Buck, Professor of Public Health Practice, University of Michigan; with comment from Dr. C-E. A. Winslow. Published by the Grant Foundation, New York, N. Y., March, 1952.

Communities, U. S. A. A Journal of Community Development. Spring, 1952 edition of a quarterly published by American Council for the Community, 119 East 19th St., New York 3, N. Y. Annual subscription: \$1.00; single copies: 35 cents.

Academic Freedom and Academic Responsibility, a statement of principles concerning the civil liberties and obligations of students and teachers in public and private schools, colleges and universities by the American Civil Liberties Union, 170 Fifth Avenue, New York 10, N. Y.

The Illusion of World Government by Reinhold Niebuhr explains the facts about world government and why we must be cautious about following any plan lest it do more harm than good for world cooperation. Available from the Graphics Group, 161 East 42nd Street, New York City. Price: 25 cents.

Using Natural Resources in the School Program is a manual on conservation of natural resources with special emphasis on soil conservation. Utilizes material developed in workshop at State Teachers College, Florence, Alabama.

The Outdoor Schoolroom for Outdoor Living by William Gould Vinal offers a manual for education outside the school walls by a professor of Nature Education at Boston University, Sargent College. Available from the author at RFD Vinehall, Cohasset, Mass. Price: \$1.00.

Manual of Instructions for Uniform Financial Accounting for Minnesota School Districts, 1952 Revision. A standard manual issued in conformity with Minnesota statutes which require public school officers to follow a uniform accounting system. Issued by the State Department of Education, St. Paul.

Vocational Interest Analyses contains six tests of occupational interest to be used from Grades 9 to Adult. Devised by Edward C. Roeber and

SPOTLIGHT

Gerald Prideaux in collaboration with Edwin A. Lee and Louis P. Thorpe and published by California Test Bureau, 5916 Hollywood Boulevard, Los Angeles 28, California. Prices: \$2.00 per package of 25, plus transportation; machine scoring answer sheets, 8 cents each; specimen sets (including six analyses and manual) 75 cents postpaid.

Thirty-Second Annual Report of the Institute of International Education provides a summary of a year's activity of the Institute in the cause of international understanding. Available from IIE, One East 67 Street, New York 21.

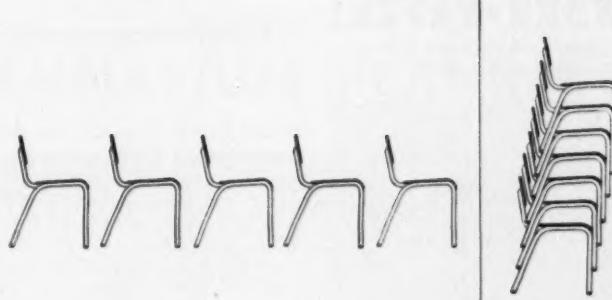
Study Abroad—Volume IV, 1951-52 is an International Handbook of Fellowships, Scholarships, and Educational Exchange issued by International Documents Service, Columbia University Press, 2960 Broadway, New York 27. A Unesco Publication. 327 pages. Price: \$2.00.

Our Foreign Policy—1952 provides an explanation of our government's policy on foreign affairs and covers the Truman Doctrine, Inter-American Security, Security in Asia and the Pacific, Korea, the Near East, Germany, the National Defense Program, and other aspects of the defense program. For sale by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price: 25 cents.

After Teen-Agers Quit School describes community programs in seven industrial cities which are succeeding in tackling the problems of out-of-school teen-agers. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price: 25 cents.

Your Pencil Sharpener, Its Care, Location, and Use, by Donald J. Leu, B. A., M. A. A manual to aid local school personnel in getting more efficient service from their pencil sharpeners and to guide school districts in selecting the correct machine for their purpose. Available from C. Howard Hunt Pen Company, Camden, N. J. No charge.

Industry and Education Speaking brings together four addresses on Industry-Education Cooperation by



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Herold C. Hunt, General Superintendent of Schools, Chicago; Earl Bunting, Managing Director of the National Association of Manufacturers; A. V. Bodine, President, Bodine Corp., Bridgeport; and Morris Sayre, Vice Chairman of the Board, Corn Products Refining Co., New York. Available from Education Department, National Association of Manufacturers, 14 West 49 Street, New York 20, N. Y.

The Registrar by Thomas R. Connelly, B. S., M. A. is a guide to the major problems, duties and responsibilities of the registrar, or admissions officer, of a school. Available from Washington Irving Publishing Company, 120 Ridge Street, Newark, N. J.

Education for Safety through the School Shop, prepared by the Center for Safety Education of New York University with safety engineering specialists, provides a detailed outline for the safe use of equipment and tools used in school shop courses. Available from Accident Prevention Department, Association of Casualty and Surety Companies, 60 John Street, New York 38. Price: \$1.10.

Road Maps of Industry are weekly charts prepared by the National Industrial Conference Board that deal with current developments in economics. Printed in color on heavy paper measuring 8½" x 11" and punched for binding in looseleaf notebook. Distributed without charge by above organization at 247 Park Avenue, New York 17.

How to Make the Most of Daylighting is a booklet with spiral binding on the use of functional glass blocks issued by Pittsburgh Corning Corporation, 307 Fourth Ave., Pittsburgh 22.

Buildings to House Schools presents in a spiral bound booklet data and photos of schools designed by Sanford W. Goin, AIA, and Jack Moore, AIA, architects of educational buildings, Gainesville, Florida.

Land Reform in Asia, a Case Study, by C. Clyde Mitchell tells of South Korea's experience with land reform. National Planning Association, 800 21st Street, N. W., Washington 6, D. C. Price: 50 cents.

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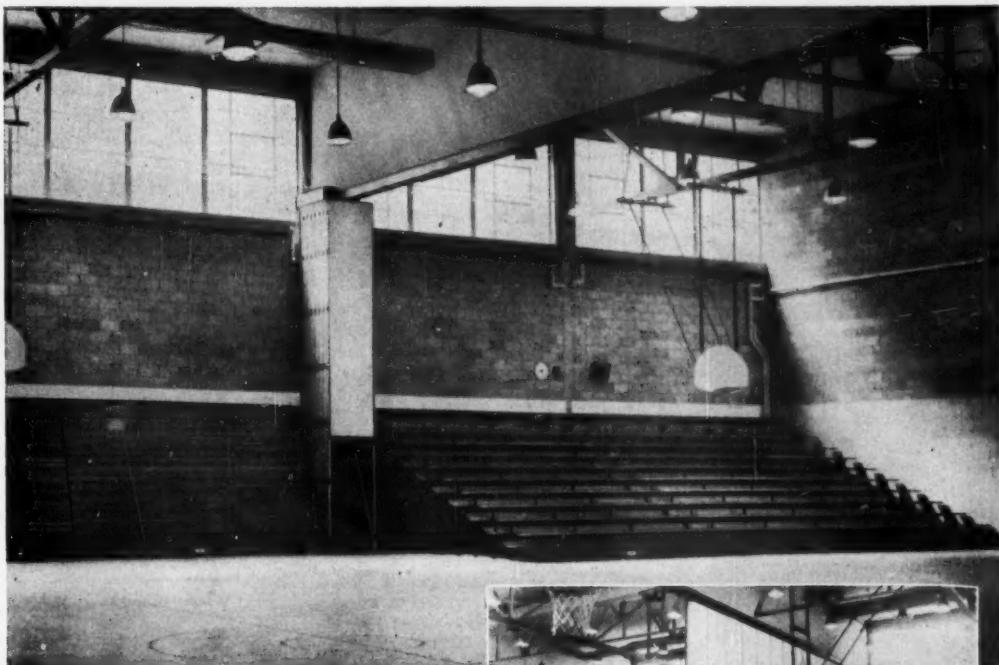
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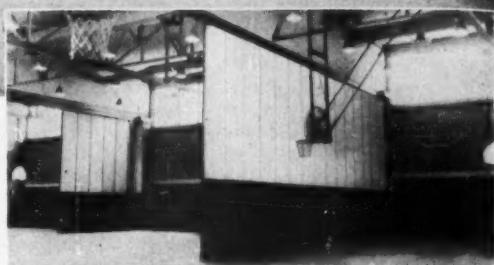


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The Washington Scene



Members of Congress have scrambled off to the Chicago stockyards. Educators as well as others who have particular interest in Federal legislation, are appraising the grist of the Congressional mill.

The most significant measure concerned with education was shepherded through Congress by Olin E. Teague (D-Texas). This bill, referred to in last month's letter, was finally passed after 18 months of careful examination of the educational program it provides for GI's. The bill, which passed the House by a vote of 322 to 1 and the Senate by voice vote later the same day, became Public Law 550 with the President's signature.

The law grants 1½ days of education for each day of active service on or after June 27, 1950, up to a closing date to be determined by the President or the Congress. It provides for a maximum period of education of 36 calendar months. There is a provision in the measure against most avocational and recreational courses. With certain specified exceptions, the bill provides that the courses must have been in existence for two years before the enrollment of the veteran. A government stipend will be paid directly to the veteran and no part of it to the institution. It requires the Veterans Administration to use the U. S. Office of Education in developing cooperative agreements with state and local agencies. Public Law 550 is agreeable to most educators.

The 82nd Congress was seven months old when it expired. During its brief lifetime, the solons appropriated more than \$75 billion for Federal operations in the fiscal year 1952-53. Approximately 375 public laws were passed. Two of these laws provided for federal aid for school

construction and maintenance of schools located in federally-impacted areas. The total appropriation available for the first type of aid was \$195 million. A total of \$40 million for the fiscal year 1952-53 was appropriated for schools in communities where the families of war workers or servicemen had strained local treasures by increased enrollment.

Harold Keele of the law firm of Levenson, Becker and Pebbles of Chicago was named legal counsel for the Cox committee, created "to conduct a full and complete investigation and study of educational and philanthropic foundations," with the purpose of determining whether such tax exempt organizations are using their funds for activities "not in the interest or tradition of the United States." The committee must report to the House not later than next January 1.

The interests of migratory birds and migratory children clashed in the Senate this month when Senator Paul Douglas of Illinois proposed that \$181,000 of the \$6,000,000 earmarked for the care of migratory birds by the Fish and Wildlife Service be devoted to the care of children of workers who as a result of seasonal occupations travel from place to place. The swallows come back regularly to Capistrano, but the future of these perpetually traveling children is uncertain.

No hearings were held in the 82nd Congress on the Forand Bill—H.R. 2764—which would provide income tax exemption up to \$1800 on the retirement incomes of all public employees, although the Ways and Means Committee of the House, to which the measure was referred, seemed generally friendly to the legislation.

The student aid bill prepared by Federal Security Administrator Oscar Ewing has not yet aroused serious attention, but the Administrator predicts passage early in the 83rd Congress.

Congress adjourned without providing any funds for the National Security Training Commission, which was sponsoring the universal military training and service law, but it is believed efforts will be made to revive UMT as soon as Congress comes back to the Hill.

The Republican Party platform adopted in Chicago included a recognition of the public schools: "The tradition of popular education, tax supported and free to all, is strong with our people. The responsibility for sustaining this system of popular education has always rested upon the local communities and the States. "We subscribe fully to this principle."

The Democrats expressed a hope, as well as a recognition: "Every American child, irrespective of color, national origin, economic status or place of residence, should have every educational opportunity to develop his potentialities.

"Local, state and federal governments have shared responsibility to contribute appropriately to the pressing needs of our educational system. We urge that federal contributions be made available to state and local units which adhere to basic minimum standards.

"The federal government should not dictate or control educational policy.

"We pledge immediate consideration for those school systems which need further legislation to provide federal aid for new school construction, teachers' salaries and school maintenance and repair.

"We urge the adoption by appropriate legislative action of the proposals advocated by the President's Commission on Higher Education, including federal scholarships."

College student deferment continues and the Director of the Selective Service announces that American students in foreign countries may be deferred if the evidence submitted is sufficient to convince the local board that the student's work is necessary to the maintenance of the national health, safety, or interest.

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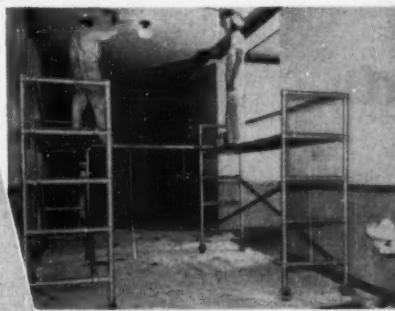


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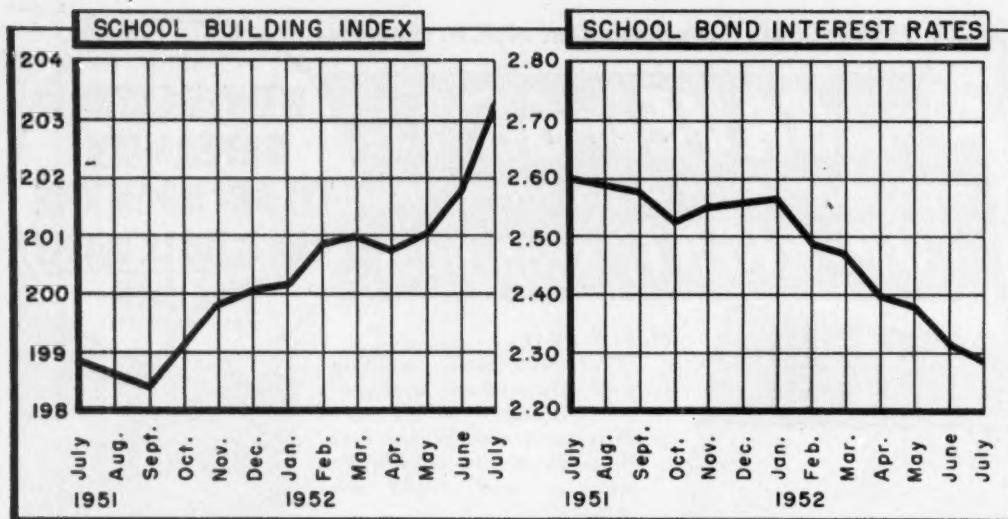
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School Building Costs and Bond Prices

HAROLD F. CLARK, Economic Analyst
Teachers College, Columbia University

THE index of school building prices rose during the month of July to 203.3 (1939=100) from June's index of 201.8.

Wholesale prices have been declining slowly for some months; while commodity futures prices are stabilized temporarily. This combination of circumstances might ordinarily stabilize, or even bring about a decline, in school building costs. Other factors have entered the picture, however. While materials entering into school buildings had stabilized in price by the early summer, the steel strike changed the situation for some items.

Materials' Prices Steadier

Lumber prices have become reasonably steady. Millwork has even declined in many communities. Paint and paint materials have also declined. Tile, brick and cement have been steady in price for some weeks. Heating and plumbing equipment had declined slightly up until the time of the steel strike. All available evidence indicates that, at least on a temporary basis, most metal products will stiffen in price. However, if we take all building materials prices and put them together, they

should be reasonably steady in the weeks immediately ahead.

Labor prices, on the other hand, have been rising steadily and give every indication of continuing to rise. Increases of ten to thirty cents in hourly labor building costs have not been at all unusual this summer. In many communities, labor costs are up six or seven percent over a year ago and the end of these rises does not seem to be in sight. A combination of building materials and labor costs would indicate some further rise in school building costs.

The backlog of orders of all manufacturing concerns is extremely high. These orders total well above 60 billion dollars. This is more than twice the normal amount. These orders are heavily concentrated in goods requiring large amounts of metal. Military expenditures for metal goods are already above the twenty-five billion dollar annual level and are rising rapidly. This means further strain upon the supplies of many materials essential to school building. All of these factors add up to the likelihood of further rises in costs of school buildings. Substantial shifts of policy in the Federal Government would be about the only

thing that would change the picture.

The average interest rate on school bonds sold during July was 2.29 percent. School bond interest rates have been drifting lower slowly. The basic forces are those controlled by the Federal Government. The Federal Government has had very large refunding issues and has been anxious to create a favorable market for the refunding of the bonds.

Ease on Loan Restrictions

Other factors have led the Federal Government to ease restrictions on loans of all kinds. As a result banks in most cities are raising interest rates. Commercial rates on almost all types of loans are higher than they were some months ago. The very high income tax rates on taxable bonds still seem to be affecting school bond interest rates favorably. The Federal Government, after starting towards a free market on bonds, seems to be moving back towards more control. Any sudden shift in these policies could bring a quick change in school bond interest rates. There is reason to believe that any important change in government policies may not occur until later in the fall.

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won it because of their built-in value. Check Chevrolet's great features and you'll know why a Chevrolet school bus chassis is a sound investment in safety and dependability. See your Chevrolet dealer . . . Chevrolet Division of General Motors, Detroit 2, Michigan.

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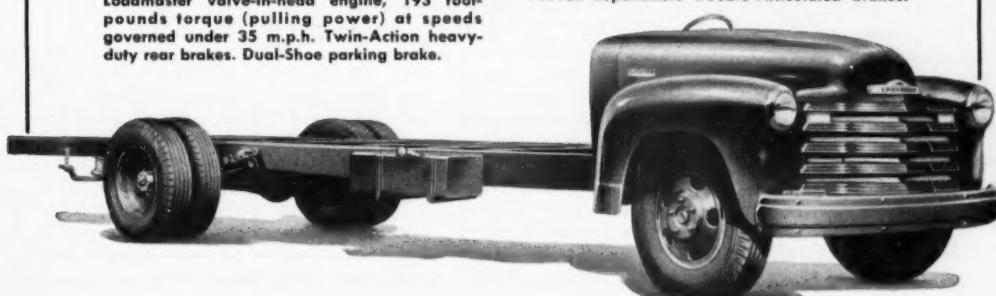
Gross vehicle weight, 13,500 or 16,000 pounds, depending on tire equipment. Accommodates bodies of 42- to 48-pupil capacity. Chevrolet Loadmaster valve-in-head engine, 193 foot-pounds torque (pulling power) at speeds governed under 35 m.p.h. Twin-Action heavy-duty rear brakes. Dual-Shoe parking brake.

161-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 10,500 or 12,000 pounds. Accommodates bodies of 30-to 36-pupil capacity. Chevrolet Thriftmaster valve-in-head engine, 176 foot-pounds torque (pulling power) under 35 m.p.h. governed speed. Twin-Action heavy-duty rear brakes. Dual-Shoe parking brake.

137-INCH JUNIOR SCHOOL BUS CHASSIS

Gross vehicle weight, 7600 pounds. Accommodates bodies of 16-pupil capacity. Chevrolet Thriftmaster valve-in-head engine, 176 foot-pounds torque (pulling power) under 35 m.p.h. Proved dependable Double-Articulated brakes.



Your Professional Library

Recent publications which the school administrator will want to read, to pass along to associates, or "to have heard of."



Yearbook of School Law; 1952

By Lee O. Garber

Published by the Author

3812 Walnut Street, Philadelphia 4

1952 105 pp. \$2.25

For administrators this yearbook reviews important decisions affecting public education and educational administration which were rendered by higher courts from December, 1950, through November, 1951. In the appendix, detailed coverage is given to a timely legal problem, racial segregation in public schools.

Principles and Practices Of Classified Advertising

Edited by Morton J. A. McDonald

Murray and Gee, Inc.

Culver City, California

Revised 1952 470 pp. \$7.50

The *Encyclopedia of Classified Advertising*, compiled in 1947 by the Association of Newspaper Classified Advertising Managers as a "desk book" for its members, is here revised. The new edition is suitable as a classroom text as well as a handbook for classified advertising personnel.

Speak with Ease

By Russell Conwell Ross

D. van Nostrand Company, New York

1950 118 pp. \$2.00

Some basic avenues to better public and private speaking are presented in an organization and style planned for quick, individual reading. The advice given in the manual is practical and specific, and should be directly helpful to an individual interested in working on his own to improve his skill in the clear and forceful presentation of ideas.

Essentials of Industrial Education

By Arthur B. Mays

McGraw-Hill Book Company

New York

1952 248 pp. \$3.75

This history, problems, proce-

dures, and trends in industrial education are presented in textbook form and style for future industrial teachers.

For thirty years, Professor Mays has been chairman of the division of industrial education at the University of Illinois.

Social Living In the Curriculum

By Henry Harap

Division of Surveys and Field Services

George Peabody College for Teachers

Nashville, Tennessee

1952 134 pp. \$1.00

After defining and characterizing the core curriculum, Professor Harap of George Peabody College vignettes the core, or social living, program in each of the twelve grades. His study was based on classroom observations in a wide variety of educational situations, including several in transition from traditional to social living programs.

A Report on State Support of Public Schools in Eleven Midwest States

John Guy Fowlkes, Coordinator
Program on Educational Finance
Policies

Midwest Administration Center

University of Chicago

37 mimeographed pages; June 2, 1952

Information on state programs for the financial support of local school districts was garnered from the statutes of eleven Midwest states and verified by officials of the respective departments of public instruction. The report summarizes and describes the programs and indicates restrictions or incentives to local planning.

The states included are Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, and Wisconsin.

The Use of Industry Aids In Schools

By Lanore A. Netzer

Distributed by the Wisconsin

Manufacturers' Association

633 North Water Street, Milwaukee 2

1952 176 pp.

Representatives of industry desiring to increase and improve the usage of industry-sponsored materials in classrooms will be interested in the findings of this Ph.D. thesis submitted in 1951 at the University of Wisconsin. The researcher investigated the sources, extent and nature of classroom uses of such materials in Wisconsin public schools.

Life Adjustment Education In the American Culture

Circular No. 335

U. S. Office of Education

For sale: Superintendent of Documents

U. S. Government Printing Office

Washington 25, D. C.

1952 95 pp. 30¢

Addresses and work-group reports from the Work Conference on Life Adjustment Education, sponsored by the Office of Education and the Commission on Life Adjustment Education for Youth, held in Washington on October 8-10, 1951.

Landmarks in the History of Education

By T. L. Jarman

Philosophical Library, New York

1952 323 pp. \$4.75

Education in England is traced as a "part of the European tradition" from its origins in Greek, Roman, and Christian culture down through advancements and setbacks in the Middle Ages, the Reformation, and the Industrial Revolution and finally to the development of a national system of education providing education for all. Mr. Jarman is a lecturer in education at the University of Bristol.

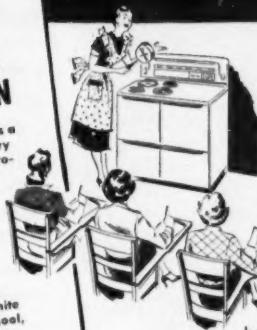
Electrical Living is Here!

TEACH IT WITH **Hotpoint** THE LEADER!



NOT Just for 5 Years But FOREVER! The Hotpoint EDUCATIONAL PLAN

Hotpoint's Educational Plan includes a Scientific Kitchen and Home Laundry Planning Service. In addition, it provides that accredited educational institutions may purchase for instructional purposes, any of the complete line of modern Hotpoint Major Home Appliances at a saving of nearly $\frac{1}{2}$ the retail cost. Also, in order that the major appliances in your school may be the newest, Hotpoint will replace, for an indefinite period and at no cost to the school, any piece of Hotpoint Equipment (except cabinets) with comparable new models.



Your students are experiencing a revolution . . . a revolution in the American home and a way of living. Today, the trend in American homes is to All-Electric Kitchens and Automatic Home Laundries . . . and Hotpoint is pointing the way.

With modern homes going all-electric, your students should know more about the operation of these modern electrical servants. Homemakers of tomorrow need to know how efficiently and how conveniently their homemaking chores can be reduced with the proper application of electrical energy.

To teach electrical living efficiently, it follows that the electric appliances in your Home Economics Laboratory should be the most modern . . . with all the newest features. Hotpoint, the pioneer of many of today's electric appliances, including the electric range, automatic dishwasher, and electric water heater, stands ready to help you with its Educational Plan.

A letter or postcard from you will bring all the details . . . with no obligation, of course.

Look to HOTPOINT...the LEADER!

Hotpoint Co.

RANGES • REFRIGERATORS • DISHWASHERS • DISPOSALLS® • WATER HEATERS • FOOD FREEZERS • AUTOMATIC WASHERS • CLOTHES DRYERS • ROTARY IRONERS • CABINETS

(A Division of General Electric Company)
5600 West Taylor Street • Chicago 44, Illinois

HOW TO SPEED LINES IN SCHOOL LUNCHROOMS



JOHNSON FARE BOXES

- Increase Operating Efficiency
- Help Eliminate Possible Shortages

Now you can give your school lunchroom the advantages of smooth-flowing traffic with dependable Johnson fare boxes . . . the same modern equipment that has been outstanding in serving the transportation industry for more than forty years.

Illustrated here is a typical school cafeteria installation. Johnson equipment is designed to register pennies, nickels, dimes, quarters and lunchroom tokens, so youngsters can deposit payments quickly with a minimum of handling by the attendant. The result is a definite speed-up in service with savings in time and work. *Auditing is simplified and possible shortages eliminated.*

Write today for the complete story on this modern trend in school lunchroom operation.

Johnson

Johnson Fare Box Company Subsidiary of Bowser, Inc.

4619 North Ravenswood, Chicago 40, Illinois • New York Office: 420 Lexington Ave., New York 17, N.Y.

SCHOOL LUNCH



Almost 400 children are served daily in the new cafeteria of the Immaculate Conception School in Dayton, Ohio.

A New Cafeteria Uses Stainless Steel

W. E. McFEE, Armcro Steel Corporation

SCHOOLS are beginning to feel the pinch of the defense program in their "stomachs"—the school cafeteria. That doesn't mean that students are going hungry, but that it has become impossible to use the 18-8 stainless steel (18% chromium, 8% nickel) so well suited to use in cafeteria equipment. This grade of stainless steel is restricted to defense uses today.

17 Percent Satisfactory

However, 17 chromium stainless is available and is satisfactory for practically all kitchen and cafeteria equipment. The Immaculate Conception School in Dayton, Ohio, found this to be true recently when they expanded their cafeteria facilities and purchased an all-stainless steel kitchen installation and serving counter. Stainless steel was chosen because its bright, smooth surface is durable and easily cleaned, assuring a high level of sanitation.

What is now the kitchen of the Immaculate Conception School was formerly the boys' locker room. The original plan was to install both the kitchen equipment and the serving counter in this room, but it was decided that



The special serving counter was installed in the dining room rather than in the kitchen, as originally planned.



JUST CHATTER—NO CLATTER

Stop cafeteria crockery clatter with KYS-ITE Trays and Tableware . . . stop unnecessary expense, too. Here's the plastic that practically never needs replacing . . . so tough the football team couldn't smash it.



KYS-ITE SERVING TRAYS • TABLEWARE

Trays in all wanted sizes—red or brown. Tableware in maple finish—plates, bowls, fruit or vegetable dish, cup and saucer. Also 3-partition divided plate for carrying full meal—ideal for smaller children.



Save with Molded PAPER Plates

Chi-net or Savaday single service plates and dishes save time and labor when used for supplementary or complete service. Individually molded (like china), strong, rigid, grease-resistant, good-looking.

This coupon brings quick information!
KEYES FIBRE SALES CORP., Dept. L,
420 Lexington Ave., N. Y. 17



Please send
information on
KYS-ITE Tableware
KYS-ITE Trays
CHI-NET and
SAVADAY Paper Plates and Dishes

Name	Title	
Name of School		
Address		
City	Zone	State
My wholesaler is		

SCHOOL LUNCH

placing the serving counter in the dining room nearer the table would both make for ease of serving and provide more working space and freedom of movement in the kitchen.

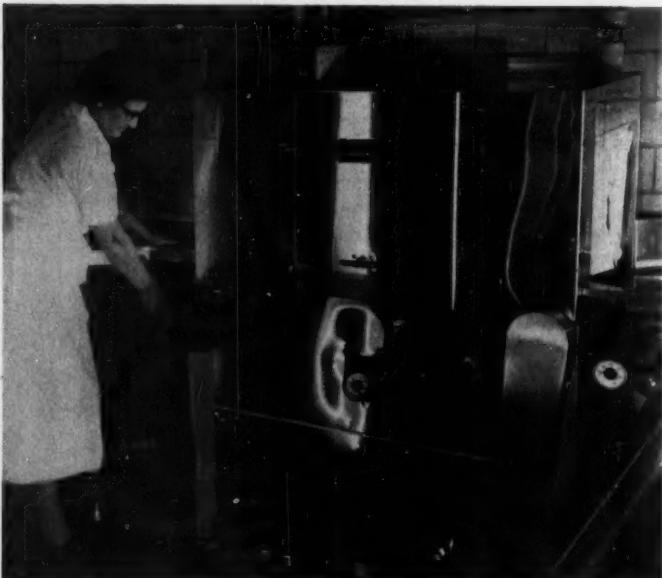
The double line counter, which serves 400 to 600 children daily, was

designed and built for the special requirements of the school. This is the case with most stainless steel institutional equipment.

School officials are reported to be thoroughly pleased with the installation.



The kitchen installation is of durable, easily cleaned 17 chromium stainless steel.



The new dishwasher has ample capacity for handling swiftly the hundreds of dishes used at each meal.

See the THURMADUKE Exhibit at the Pacific Coast
Regional Restaurant Convention and Exposition,
Biltmore Hotel, Los Angeles, California, October 7, 8, and 9.

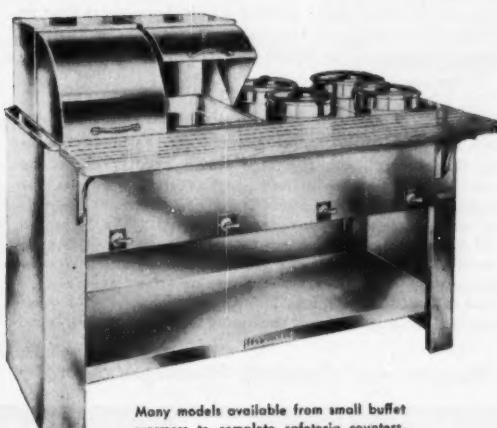
Crack U.S. Liner

UNITED STATES



IS THURMADUKE EQUIPPED

TO PROVIDE THE FINEST FOOD WARMING AFLOAT



Many models available from small buffet warmers to complete cafeteria counters.

For complete specifications, Write us for
Catalog S-9.

For several reasons, important to every buyer of food warming equipment, we are proud to announce the installation of *Thurmaduke Waterless Food Warmers* on the new, record-breaking liner, United States Line's Flagship, *S. S. United States*.

(1) Because food service at sea presents greater problems than the average operation ashore, no effort is spared to select the food warmer providing the utmost efficiency in keeping foods palatable.

(2) Such equipment must withstand rougher than usual treatment because of the vibration and stresses present in the ship itself, while at sea. This requires exceptionally rugged, welded construction.

(3) The very selection of equipment to meet these rigid requirements is placed in the hands of unusually competent staffs whose experience in the field lends increased importance to their selections.

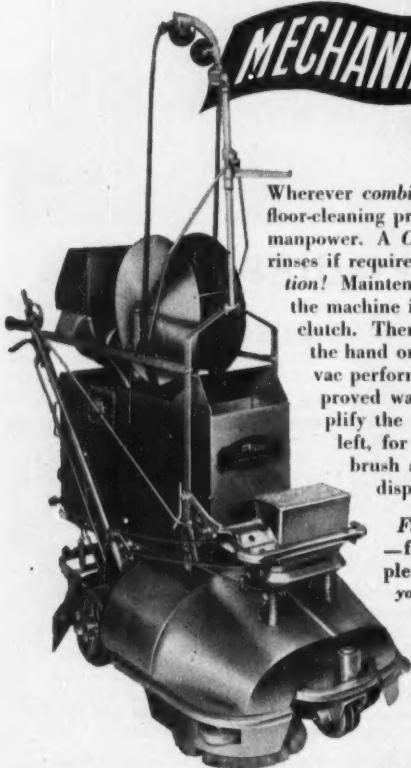
We can think of no sounder reason to recommend that you call your local Thurmaduke Dealer before you buy any food warmer. He can explain in a few minutes how Thurmaduke can do the same outstanding job for you...at a saving.

DUKE MANUFACTURING CO.
ST. LOUIS 6, MO.



**Let's not clean away
dollars and man-hours
with costly, inadequate floor care**

MECHANIZE your floor-cleaning with a
COMBINATION SCRUBBER-VAC!



Wherever combination-machine-scrubbing is the practical solution to the floor-cleaning problem, any lesser, slower method is wasteful of money and manpower. A Combination Scrubber-Vac applies the cleanser, scrubs, rinses if required, and picks up (damp-dries the floor) — *all in one operation!* Maintenance men like the *four-in-one feature* . . . also the fact that the machine is simple to operate. It's *self-propelled*, and has a *positive clutch*. There are no switches to set for *fast* or *slow* — slight pressure of the hand on clutch lever adjusts speed to desired rate. The powerful vac performs efficiently and quietly. Cable reel is self-winding. Improved waterproof wiring and minimum electrical connections simplify the cleaning of the machine. Model 213P Scrubber-Vac at left, for heavy duty scrubbing of large-area floors, has a 26-inch brush spread, and cleans up to 8,750 sq. ft. per hour! (Powder dispenser is optional.)

Finnell makes Scrubber-Vac Machines in a full range of sizes — for small, vast, and intermediate operations. From this complete line, you can choose the size that's exactly right for your job (no need to over-buy or under-buy). It's also good to know that you can lease or purchase a Scrubber-Vac, and that there's a Finnell man nearby to help train your maintenance operators in the proper use of the machine . . . to recommend cleaning schedules for most effectual care . . . and to make periodic check-ups. For demonstration, consultation, or literature, phone or write nearest Finnell Branch or Finnell System, Inc., 3109 East St., Elkhart, Ind. Branch Offices in all principal cities of the United States and Canada.

Conserve Manpower with Completely Mechanized Scrubbing

FINNELL SYSTEM, INC.

Originators of Power Scrubbing and Polishing Machines



BRANCHES
IN ALL
PRINCIPAL
CITIES

SCHOOL EQUIPMENT News

Tubular Steel Table SE-201 Seats Two Pupils

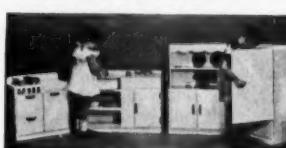


The Griggs No. 2700 Airliner table above is a new two-pupil model of tubular steel construction with beautiful hardwood plywoods. It is designed to conserve classroom space and to provide a functional classroom table that is light in weight, easily moved, and suitable for grouping in units of two, four, six, or eight tables.

The table is of modern design, available with Formica top, and has matching tubular chairs. Five attractive colors are available.

GRIGGS EQUIPMENT CO., Belton, Texas.

Kitchen Units SE-202 For Imitative Play



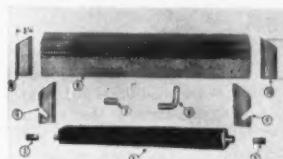
The Childcraft Kitchen Units have been designed for enriched, imitative play. These large scale models of modern housekeeping equipment feature precision fit, warp-proof overlapping doors, riveted hinged for added wear, and many workable fixtures. Available in two sizes for preschool and school age children. Fin-

ished in glossy white enamel with red and black trim.

The stove has all the important details of real equipment: screened burners, red turning knobs, storage space for pots and pans, and a good-sized oven. The sink and cabinet unit has a large enamelled basin, 18 $\frac{3}{4}$ " long x 12 $\frac{1}{2}$ " wide x 5 $\frac{1}{4}$ " deep, 2" high splash board, two ample open storage shelves and an enclosed compartment. The streamlined interior of the refrigerator provides an ice cube compartment, freezing unit, and ample food storage space. The dutch cabinet features open shelves grooved for effective dish display.

CHILD CRAFT EQUIPMENT CO., 634 Columbus Ave., New York 24, N. Y.

Convector SE-203 For Baseboard Radiation



A new type of Convector for baseboard radiation eliminates the necessity of taking close measurements and ordering specific sizes. The contractor can make the installation easily and quickly, doing all the fitting and cutting on the job.

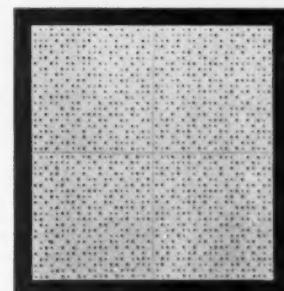
Part No. 1 consists of a Copper Tube Convector with aluminum fins expanded on to the tube. It is available in 10 ft. lengths. For rapid installation, wall mounting brackets No. 4 are furnished, to be spaced on 54" centers. After mounting of wall brackets, cutting of Convector to length, soldering of copper sleeves No. 2 and spuds No. 3, the Convector is slipped into the slots provided in the wall brackets, connections

made to supply and return. Part No. 5 is copper bend for joining Convector on corner installations.

Formed steel cover, part No. 6, is available in 10 ft. lengths. End pieces 7L and 7R are used where Convector does not end at a wall. Cover is painted with primer coat and can be finished on the job.

REMPPE CO., 340 N. Sacramento Blvd., Chicago 12, Ill.

Acoustical Tile SE-204 In New Random Pattern



The new Acousti-Celotex Random Pattern sound-absorbing tile has scatter perforations of varied sizes which blend into a distinctive overall pattern. All functional characteristics of the original Acousti-Celotex Perforated Cane Fibre Tile are retained.

The new design is standard in sizes and application and is made with the Celotex No. 6 Finish—tightly bonded, under pressure, to the surface of the tile. This highly light-reflective, linen-textured surface is tough and washable. It may be repainted repeatedly without impairing sound absorptive capacity.

Duo-Tex flame-retarding oil base painted finish is also available.

THE CELOTEX CORP., 120 S. La Salle St., Chicago 3, Ill.

(Continued on page 142)

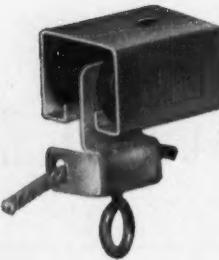
Drapery Track

SE-205

Light-to-Medium Weight Curtains

Spanorama, the new ADC track is recommended for light-to-medium weight curtains. It utilizes the well-known ADC principle of two balanced rubber wheels rolling on two parallel treads which assure smooth, effortless and quiet curtain operation.

Spanorama is obtainable in either aluminum or magnesium and includes the use of ball-bearing sheaves on each end of the track as well as on the floor pulley.



An important feature of Spano-

rama is its availability in 20 foot sections. A specially designed splicing clamp has been perfected for any necessary extending or joining of track section. The master carriers are so constructed to provide an 11" overlap. Three types of floor pulleys are obtainable: standard type, tension type with spring, and adjustable. Balanced carriers are furnished along every 6' of track.

AUTOMATIC DEVICES CO., 116 N. 8 St., Allentown, Pa.



SE-37

Norris Milk Dispensers meet national, state, and municipal health regulations.

NORRIS MILK DISPENSERS

Save Iowa Schools Hundreds of Dollars

After using a Norris Milk Dispenser for three years the superintendent of the Lake Mills (Iowa) Public Schools writes:

"You may be interested to know that your dispenser is saving our school hundreds of dollars each year. More children are now drinking milk. The milk is cooler and more palatable than when we purchased it in bottles. The dispenser is the most sanitary method of serving milk we have used. Our dispenser is three years old and our only expense has been the purchasing of two new type push valves."

All of this has resulted in more demand for Norris Dispensers than even our recently expanded factory can produce all at once. There may be a few days delay in filling your order but—better a little delay than a big compromise. Insist on Norris and you'll get the best. Each year more Norris Dispensers are sold than all other refrigerated milk dispensers combined. For details mail coupon.



Model N-10-SF—U.S. Pat. No. 2,601,319. All stainless steel. Inside and out. Capacity 160 half-pint servings. Self-contained electric refrigeration.



This seal is your protection. Look for it on your Norris Milk Dispenser.

Send me catalog and details of the easy Norris financing plan.

Name.....

Company.....

Address.....

City & State.....

Our dairy is.....

Norris
DISPENSERS
INC.

2720 Lyndale Ave. S.
Minneapolis 8, Minn.

Spirit Duplicator SE-206

At New, Low Price



The Model 9S Copymaker duplicator features Cyclomatic Action which assures faster action, more brilliant copies, fluid control, and a patented sheet separator. It produces one to six colors at one time in split seconds. Over 140 copies can be made in one minute of typed, written, printed or drawn material, on varying weights of paper or card stock from 3" x 5" to 9" x 14".

OLD TOWN CORP., 750 Pacific St., Brooklyn 17, N. Y.

Mortising Attachment SE-207

For Drill Presses

The South Bend Mortising Attachment fits all South Bend drill presses and can be adapted to most other makes having a 1 1/4" quill and using a 1/2" chuck. It consists of a fence assembly which bolts to the drill press work table, a mortising chisel holder which clamps to the drill press quill and three sizes of mortising chisels and bits: 1/4", 3/8", and 1/2". This attachment is a real work saver for making square end mortises quickly and accurately.

The two guide arms, which are attached to the fence, adjust separately to handle irregularly shaped pieces. The fence has a 1" independent adjustment on the base which increases flexibility.

SOUTH BEND LATHE, South Bend 22, Ind.



shed a tear for Johnny Vandal!

Johnny had talent, folks would say.

His desk was proof that he'd go far.

But a School Board finally had its way

And topped his desk with NEVAMAR!

NATCOLITE REPLACEMENT SCHOOL TOP

Surfaced With
NEVAMAR Laminates



Reclaim years of added use from school desks and tables by replacing with Natcolite tops. Completely sealed in by marproof plastics on all three dimensions—top, bottom and edges—it is the only top with a wood-grain NEVAMAR surface, specially developed for uniform low light reflectivity.

Eliminates Maintenance

Maintenance problems vanish wherever Natcolite tops are in use. No polishing, sanding or

refinishing is ever needed. The super-hard NEVAMAR surface is not affected by inks, paints, grease or acids. A damp cloth keeps it clean as new!

Economical For Any Budget

Here is a completely new plastic top for less than the cost of fabricating your old, worn tops. Just remove the old top and screw the new one into place. That's all! Write today for complete information.

NATIONAL SCHOOL FURNITURE COMPANY

Division of National Store Fixture Co., Inc.

BALTIMORE 23, MARYLAND

Typewriter

With Many New Features



The new Royal office typewriter shown above features dual tab control—the Magic Tabulator. This feature is designed to give the secre-

SE-208

tary the advantage of both finger and palm tabulation without moving her hands from the essential guide key positions. This machine is equipped with a Carriage Control, another innovation. The secretary can now adjust the tension of the carriage to suit the job by turning an indicating dial on the left side of the typewriter.

At no extra cost, Royal has added an extra key to the keyboard with any desired combination of five characters or, at slight extra cost, any personalized symbol.

The machine is a soft brown frieze in color with green keys, made of non-glare plastic.

ROYAL TYPEWRITER CO., INC., 2 Park Ave., New York 16, N. Y.

SE-209

Roof Coating

Lowers Interior Temperatures

Asbestolite is an aluminum-asbestos roof coating which will lower interior building temperatures from 15 to 20° F and permanently prevent roof deterioration. The coating is made of aluminum flakes and asphalt and asbestos suspended in a waterproofing oil vehicle. The doubly-pigmented aluminum flakes leaf over the top of the asphalt and asbestos, forming an attractive, firm metallic shield which reflects hot sun rays, seals out moisture, and is impervious to rust, corrosion, and fumes.

THE MONROE CO., INC., 10703 Quebec Ave., Cleveland 6, Ohio.

SE-39

*** THE VANGUARD
OF EXHIBIT CASES

Michaels "Time-Tight" display cases rate high among discriminating buyers. They are tops in design, quality, structural features, appearance and usefulness. In "Time-Tight" cases displays are at their best. Visibility is perfect. Construction details, one of which is Innerlocking frames, exclusive with Michaels, reduce to a minimum the possibility of theft as well as the ingress of dirt, vermin and moisture.

Made in a wide range of sizes and styles "Time-Tight" cases meet virtually all the exhibit requirements of universities, schools, science laboratories, museums, art galleries, libraries, industrial exhibits and others.

Write for literature which gives complete information.

THE MICHAELS ART BRONZE CO., INC.

243 COURT STREET, COVINGTON, KENTUCKY

Manufacturers since 1870 of many products in Bronze, Aluminum and other metals

SE-210

Floor Machine

SE-210

Rotating Handle Holds Wire



A new Swing-Around handle, combined with a Safety-Grip type of operating lever, is a new development in the improved line of 14", 16", and 18" American DeLuxe Floor Maintenance Machines.

Simplified design of the new handle employs fewer parts and makes the machine easier to operate in two ways: 1) the handle can be rotated so that the built-in trailing wire can be on whichever side the operator chooses; 2) by having the receiving unit for the cord built in the handle, the wire is kept free from the operator and machine path. The new plug receiving unit is designed with a steel strain reliever which lowers maintenance costs by reducing cord and plug breakage.

A single Safety-Grip switch operating lever reduces hand fatigue and can be easily controlled. This switch provides positive off-on action when the operator grips it, and prevents the machine starting accidentally when plugged in.

AMERICAN FLOOR SURFACING MACHINE CO., Toledo, Ohio.



**Be Your Own
Concessionaire . . .**

AT YOUR SCHOOL
Sell Pop Corn!



Think of it — a Star Popcorn Machine recently purchased

by the Band Mothers of a high school in Ohio — paid for itself in less than 10 days of operation!

In Texas, a school is using the Star Sandwich King for quick energy-builders for students at lunch time.

What these schools have done, you can do for your school!

We designed these Star units for easy operation — so that even a student can turn out delicious, tasty sandwiches, hot dogs, or a batch of health-giving popcorn.

They're ideal for school events of all kinds . . . basketball and football games . . . class plays . . . dances. And, of course, they can add dollars to your class treasury — buy new uniforms for the school team—or help decorate the gym for the senior prom. And the best news of all—these Star units are priced to fit your school budget.

It all adds up to something you can't afford to pass up!

Write TODAY for full information and prices.

STAR MANUFACTURING COMPANY

ST. LOUIS 20, MISSOURI

Division of Hercules Steel Products Corporation

**"Known Throughout the Industry
for Friendly Service"**

Sell Hot Dogs



Star Steamer . . . Low cost, compact counter unit for serving piping hot frankfurters and buns quickly and conveniently.

Sell Sandwiches



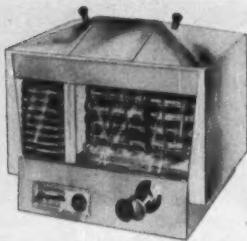
Star Sandwich King . . . Complete light lunch unit—combining griddles, steamer, warming compartment and worktable.



The Star 80 P . . . Lowest Priced Full Size Popcorn Machine on the market! Needs only 3½ square feet of floor space!

Steamer

SE-211

and Bun Warmer

Steamro Jr., Model 35, above, is a

new, low-priced combination hot dog steamer and bun warmer featuring thermostatic control, stainless steel construction, and generous capacity.

Capacity of the new model is 150 hot dogs, plus from 30 to 40 buns. Overall size is 13½" x 18" x 16" and it operates at a connected load of 715 watts, 2-wire service.

STAR MFG. Co., St. Louis 20, Mo.

**Sponge Mop**

SE-212

Has Greater Cleaning Area

The Pres-to-Dri Vacuumatic Mop

has been designed with "The Big Sponge" to speed up work with less effort. The product can be used for floors, walls, ceilings and outside window washing as well as moistening wallpaper to be removed, washing glaze from walls, and damp dusting large areas.

The sponge measures 6" x 7". When wet, it expands to 45 sq. in. of cleaning surface. With its 2" thickness, it is highly vacuumatic and easily sucks up dirt and soil. Approximately square in shape, the sponge fits into corners for complete cleaning. When one side is worn, the sponge may be taken out, trimmed, and turned over for a new cleaning surface.

CORCORAN MFG. CO., P. O. Box 289, Long Beach 1, Calif.

**WE CHALLENGE
COMPARISON**
with projectors at all price levels
FOR BRILLIANCE,
FOR CLARITY, FOR CONVENIENCE

• The 2" x 2" slide and filmstrip projector with triple action fan cooling that keeps lamphouse comfortably cool . . . twice the brilliance you'd expect from 300 watts . . . instant switch from slides to filmstrip and back . . . 360° rotatable front stops anywhere, assures upright frames . . . choice of 3 AMERICOTE objectives—all achromatically and anastigmatically balanced for clarity, color, and brilliance . . . instantaneous film threading . . . no glass pressure plates—nothing to mar filmstrip surface.

American  Optical

INSTRUMENT DIVISION—PROJECTORS, CHELSEA 50, MASS.

Tables-Benches

SE-213

Increase Room Flexibility

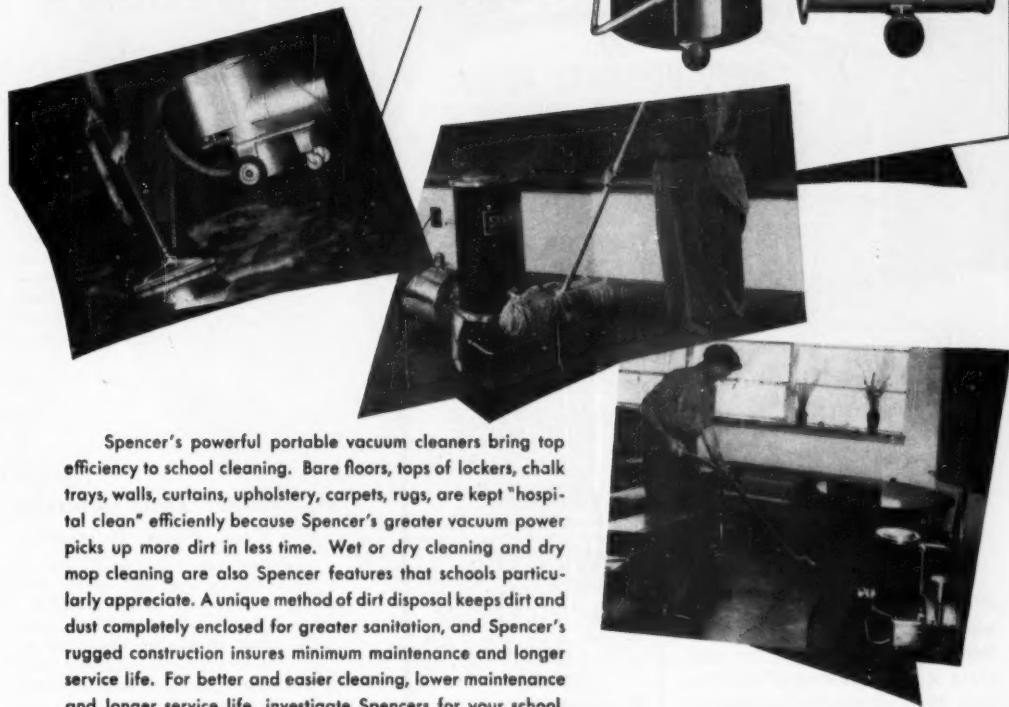
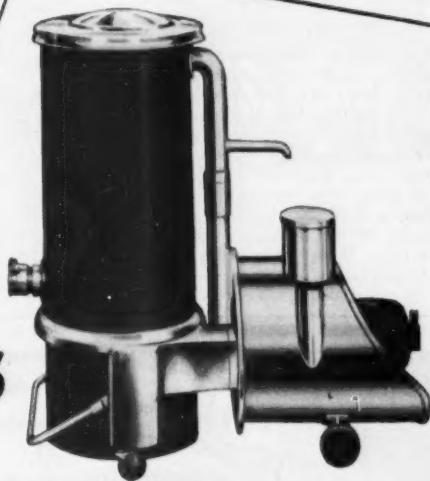
Rol-Fol Table, Inc. has developed a folding table-bench set that meets all requirements for multi-purpose rooms.

Rol-Fol is a compact unit for either in-the-wall or on-the-wall installation, which can be easily installed by untrained personnel. The 14' tables and benches roll and fold into a steel cabinet.

The tables and/or benches can be instantly and individually detached from the wall, permitting 100% functional flexibility. In a matter of minutes, the room can be set up for cafeteria, P.T.A. meetings, social functions, etc.

ROL-FOL TABLE, INC., 8467 Melrose Pl., Los Angeles 46, Calif.

Greater
VACUUM POWER
means
BETTER CLEANING
FOR YOUR SCHOOL
with
SPENCERS



Spencer's powerful portable vacuum cleaners bring top efficiency to school cleaning. Bare floors, tops of lockers, chalk trays, walls, curtains, upholstery, carpets, rugs, are kept "hospital clean" efficiently because Spencer's greater vacuum power picks up more dirt in less time. Wet or dry cleaning and dry mop cleaning are also Spencer features that schools particularly appreciate. A unique method of dirt disposal keeps dirt and dust completely enclosed for greater sanitation, and Spencer's rugged construction insures minimum maintenance and longer service life. For better and easier cleaning, lower maintenance and longer service life, investigate Spencers for your school.



THE SPENCER TURBINE COMPANY • HARTFORD 6, CONNECTICUT



<input type="checkbox"/> SS	<input type="checkbox"/> Please send my copy of A GUIDE TO EASIER CLEANING and Bulletin 114F
<input type="checkbox"/> Name _____	<input type="checkbox"/>
<input type="checkbox"/> Street & No. _____	<input type="checkbox"/>
<input type="checkbox"/> City & State _____	<input type="checkbox"/>

SE-214

Number Grouping Frame

For Teaching, Remedial Work

The Number Grouping Frame has been developed for teaching children multiplication and division facts of 2's through 5's. The device consists of a wooden frame on which a string of colored beads is mounted. By grouping the beads for multiplication or dividing them into groups for division, a child sees more clearly the meaning of multiplication and division facts. It has been proven especially helpful in explaining the meaning of remainders in division.



The frame may be used by the teacher for class demonstrations or

by the individual child for self-training. The child groups the beads as instructed by the teacher and then writes the answer down or gives it orally. Recommended for original teaching in grades 3 and 4 and for remedial work in grades 5 through 8.

IDEAL SCHOOL SUPPLY Co., 8322 Birkhoff Ave., Chicago 20, Ill.

Waste Baskets

SE-215

Fit Into Desk Well



Two new Vul-Cot Waste Baskets have been added to the National Vulcanized Fibre line. They are designed to fit into small spaces, yet have the capacity to handle daily waste paper accumulations of the normal office.

One of the baskets has a square instead of round top, the other is made rectangular instead of square. Both are available in Vul-Cot standard colors—maroon-brown and olive-green.

NATIONAL VULCANIZED FIBRE Co., Wilmington 99, Del.

SE-216

Dishwasher Time Controls

Save Work, Power, Detergents

The Universal Hydraulic Timer is a hydraulically operated device featuring a single operating control for the complete wash, dwell, and rinse cycle. The same control, advanced part way to an adjustable stop, will time a rinse cycle only without operating the wash cycle. Once the cycle has been started, it cannot be stopped.

The timing is set at 45 seconds for wash, 3 seconds dwell, and 12 seconds for rinse. This timing cycle can be changed at the factory, or while in use, to meet conditions for a particular installation.

The Timer can be installed at the factory on new Universal Models and on the same Universal models now in use.

UNIVERSAL DISHWASHING MACHINERY CO., 45 Windsor Pl., Nutley 10, N. J.

GRADE-AID

THE REVOLUTIONARY NEW!

- SINK • WORK COUNTER
- STORAGE AREA

for all primary and grammar schools.

Drawing shows breakdown of standard units of Grade-Aid.

ADAPTABLE
to any primary or grammar school.

VARIABLE
in any length or combination of lengths.

VERSATILE
in its many uses.

SPECIFICATIONS

1. Under-cabinets made of #20 gauge cold-rolled steel.
2. Choice of medium gray, colonial green, or beige in baked enamel.
3. Stainless steel tops, #24 finish. Custom built to suit choice of under-cabinets.
4. 1 piece deep-drawn stainless steel sinks. All vertical and horizontal corners of sink fully-rounded with intersection of corners spherically coved.
5. Sinks are seamlessly welded to the tops making one complete unit. Stainless steel basket strainer type waste supplied with sink.

★
DEALER INQUIRIES INVITED

COLONIAL ENGINEERING CO.

Available Now For You!

THE WORLD'S FINEST FEATURE FILMS, 16mm



From
TWELVE O'CLOCK HIGH



From
MR. BELVEDERE
GOES TO COLLEGE



From
COME TO THE STABLE



From
IT HAPPENS
EVERY SPRING

Academy Award Pictures!
Top Stars!
The Finest in Currently
Popular Pictures
At Lowest Cost!



From
BROKEN ARROW



From
CHEAPER
BY THE DOZEN

Modern educators agree that the Great Classics in films, like the Great Classics in literature, enrich students' classroom experience. And now, to correlate films with curriculums, Films Incorporated provides Discussionstrips, which start interesting classroom discussions that tie in with history, literature, and social studies.

Use these films for classrooms or auditoriums . . . for teaching or recreation. Plan a well-balanced Feature Film Program that will increase interest in school and studies, afford wholesome recreation, aid with student activities and fit within your budget. Write Films Incorporated, Wilmette, Illinois, today!

**films
incorporated**

WILMETTE, ILLINOIS

New York • Atlanta • Dallas • Hollywood
Portland, Oregon



**Now available! FREE
1952-53 Films Incorporated Catalog**

Films Incorporated, Dept. H, Wilmette, Illinois
Please send me your new '52-'53 catalog. We have
16mm projector. Yes No

Name _____ Title _____

School _____

City. _____

Zone. _____ State. _____

(PLEASE PRINT NAME AND ADDRESS)



Potentiometer SE-217
Has Been Greatly Simplified



Weston Electrical Instrument Corp. has just announced a new recorder of the null-balancing (poten-

tometer) type which sets new standards for both mechanical and electrical design simplicity. A simplified chart frame swings out full 180° on straight pivots with the chart always remaining in time sequence. When the frame is opened, the pen lifts automatically, thus reducing false line drawing and eliminating pen damage. Ruggedly constructed with aluminum support rods, the frame will withstand hard usage, maintaining charts in perfect alignment indefinitely. Because of the full 180° accessibility of the frame, and the absence of loose parts, the charts can be installed in about half the usual time.

The speed is approximately $1\frac{1}{2}$ seconds to cross the chart on 60

cycle operation, and the accuracy within plus or minus $\frac{1}{4}\%$, with higher accuracies available. The recorder is furnished to measure and record temperature, ac and dc voltage, ac and dc current, resistance, speed, speed ratio, power, frequency, hydrogen ion, light intensity or any other quantity that can be converted into electrical values.

WESTON ELECTRICAL INSTRUMENT CORP., 617 Frelinghuysen Ave., Newark 5, N. J.

Truck Casters SE-218
For Moving School Equipment

The Faultless Light Duty 400 Series Swivel Plate Truck Casters offer quiet, efficient swivelling action. The 400 Series is a general purpose light duty caster ideally suited for use on institutional trucks, laundry trucks, dish trucks, etc. Available in three sizes with a wide selection of wheels to suit any floor condition. Standard with rust-resistant cadmium finish.

FAULTLESS CASTER CORP., Evansville 7, Ind.

SE-43

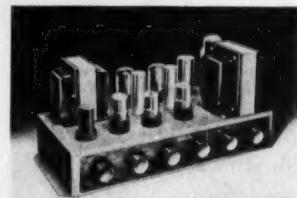
Why buy several machines for maintaining your school floors when one Tennant "C" will do it all? Just flip open the drum hood, slip on an 8" or 16" accessory... and you're all set for a new operation: cleaning-waxing-polishing; dry-cleaning; buffing (wet or dry); and sanding.

This rugged, versatile machine assures excellent results in classroom, gym, corridors, shop or lab... costs you less to buy... is easier to use... and cuts down expense. Used by large and small schools.

G. H. TENNANT CO.
 2540 North 2nd Street
 Minneapolis 11, Minnesota

SEE FOR A TENNANT
 REPRESENTATIVE TO INSPECT YOUR FLOORS

Amplifier SE-219
Medium-Priced Addition to Line



Model 2200 Amplifier has a power output of approximately 20 watts at less than .3 per cent harmonic and intermodulation distortion. Six controls, including a five-position equalizer switch for all types of foreign and domestic records, give the user personal control of tone quality and volume, especially effective when the record or music being reproduced has wide deviations in its highs and lows. Inputs for radio tuner, crystal microphone, two magnetic phonograph pickups, television sound, and tape recorder are selected by the user by means of a five-position switch.

The unit has a roomy chassis $16''$ long, $8\frac{3}{4}''$ deep, and $7\frac{1}{2}''$ high.

BELL SOUND SYSTEMS, INC., 555 Marion Rd., Columbus 7, Ohio.

7 ways, 7 places TO SAVE with G-E *Textolite** PLASTICS SURFACING



You can help reduce budget and maintenance problems with practical, durable G-E Textolite plastics surfacing. It's available in special finishes and patterns that help brighten classrooms, yet minimize eyestrain. It can serve you long and handsomely as a surfacing for many uses.

* Reg. U. S. Pat. Off.

School desk—courtesy, Irwin Seating Company



G-E Textolite plastics surfacing resists scratches, heat, hard knocks, and stains from spilled ink and art-coloring liquids. Over the years, you'll find that, compared with other materials, this rugged surfacing actually saves you time and money through:

**Improved Illumination • Easier Cleaning
Reduced Maintenance • Greater Utility
Less Eyestrain • Waste Reduction
Reduced Repair and Replacement**

You can put your confidence in—

GENERAL  ELECTRIC



FREE DATA FOR YOU!

Learn how to cut costs in seven places and seven ways with this free booklet describing special applications of G-E Textolite plastics surfacing for schools.



General Electric Company
Section 143-3B, Chemical Division
Pittsfield, Massachusetts

Please send me a free copy of "Seven Ways to Save."

Name _____

School or Firm _____

Address _____

City _____ Zone _____ State _____

Plastic Screen

SE-220

Eliminates Darkening Shades

The Vita-Lite Screen Co. has a new Shatter-proof Molded Plastic Projection Screen which permits the showing of strip, slide, and motion pictures in normally daylighted rooms. The screen clearly reflects pictures throughout the entire room, permits normal ventilation through open windows, enables students to take notes during projection, and affords more complete control of the students by the teacher.

Model 18 is available in size 24" x 18", Model 24 in 32" x 24", and Model 30 in 40" x 30".

THE VITA-LITE SCREEN CO., 239 A St., San Diego 1, Calif.

Projector Table

SE-221

For Transporting, Projecting

The Roll-About Table makes it possible to easily transport a portable projector from one classroom to another. The table is made of metal

with welded legs and shelves. The additional height of 42" makes it possible to project over the heads of those directly in front of the table. There is an 11" space on the second shelf for a slide film machine or tape recorder, 22" space on the lower shelf for a large speaker.

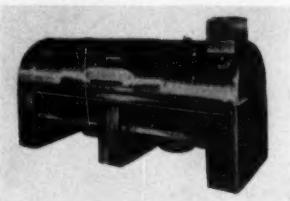
Finished in metallic gray baked enamel. Weight is 30 lbs.

W. D. CLAPP CO., 333 N. Michigan Ave., Chicago 1, Ill.

Laundry Unit

SE-222

Unlimited Formula Flexibility



The Fullmatic Washer eliminates cutting formula rolls and changing plates because all settings are simply made on the Fullmatic Control Panel. After the operator has selected the desired formula, he pushes the "run" button on the panel and the remainder of the washing operations are performed by the washer automatically, including the addition of enough soap for the soil content of each bath.

An entire day's washing can be completed without refilling supply tanks. These tanks, which come with the machine, can be installed adjacent to the washer or in remote locations.

TROY LAUNDRY MACHINERY DIV., AMERICAN MACHINE AND METALS, INC., East Moline, Ill.

Building Blocks

SE-223

For Life-Size Projects

Fox Blox sets consist of many pieces and sizes of strong blocks that feature a dove-tail groove method of interlocking. They provide the child with construction material that is simple and yet stimulating to mental activity and development of coordination. It is possible for the child to assemble life-size tables, chairs, small playhouses, stores, etc. No nails, rods or bolts are used.

THE FOX BLOX CO., 7606 Maie Ave., Los Angeles 1, Calif.

ONLY Universal
gives you ALL these advanced features

SE-47

For 180 Rinse

Your choice of electric, gas or steam booster can be built right into Universal Dishwashing Machines. Meets Health Authority requirements. Requires no extra plumbing. Saves installation cost.

* STATIONARY WASH
* REVOLVING WASH
You get the BEST water pattern for your washing job.

Your choice of 29 MODELS FOR EVERY DISHWASHING NEED

You Pay No More—But You Get More Value when you install a UNIVERSAL COMMERCIAL TYPE Dishwashing Machine. Made By America's Largest Exclusive Producers of Dish, Glass and Silver Washing Machines.

Write for complete catalog today —

Universal
DISHWASHING MACHINERY CO.

57 WINDSOR PLACE, NUTLEY 10, NEW JERSEY

WORLD'S LARGEST PRODUCER OF DISH, GLASS, AND SILVER WASHING MACHINES

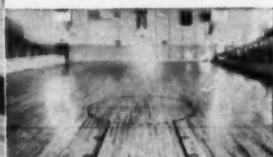


HINSDALE HIGH SCHOOL, HINSDALE, ILLINOIS

Photo courtesy Richards-Wilcox

SEAL-O-SAN USERS

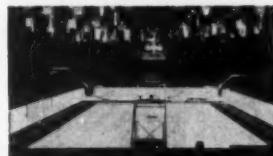
Griswold, Ia., H. S. Gym



Kermit, Tex., Independent School Gym



Marysville, Mich., Gymnasium



University of Toledo



Oklahoma City Catholic Central H. S.



Denver Municipal Auditorium



Davison, Mich., High School

IF YOUR GYM FLOOR GETS HARD USE

Seal-O-San® Finish is your best buy!

WHAT ARE YOU doing to protect your expensive hardwood gym floor from abuse? There is an answer that thousands of school men know and use—SEAL-O-SAN GYM FLOOR FINISH. It protects at low cost . . . and provides the most nearly perfect surface for basketball and other sports requiring sure footing. There are gyms near you finished with SEAL-O-SAN. Let us give you locations so that you may inspect the advantages of a Seal-O-San floor soon.

HUNTINGTON LABORATORIES, INC.

Huntington, Indiana



Toronto, Canada

SEAL-O-SAN® GYMNASIUM FLOOR FINISH

Send the names of Seal-O-San users in my neighborhood, and send more information on Seal-O-San.

NAME _____ TITLE _____

INSTITUTION _____

ADDRESS _____

Hot Water Booster SE-224

Adds 40° to Standard 140° F

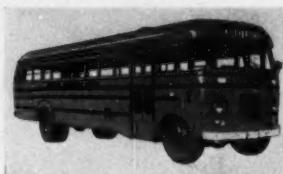
The Boosterette is an electric hot water booster designed to add 40° to the standard 140° F hot water to kill all possible bacteria. It is compact, light in weight, and constructed to fit in any out-of-the-way places. Existing plumbing is used for easy installation.

Thermostatically controlled for automatic, efficient operation, the Boosterette produces hot water only when needed, assuring top economical performance. Complete insulation of the booster reduces waste heat to a negligible factor and helps keep operating costs down to a minimum.

Available in three different KW ratings.

It conforms to the ASME Code and is U.L. and C.S.A. approved.

COATES ELECTRIC MFG. CO., 3610 First Ave., S., Seattle 4, Wash.



School Coach SE-225

In Four New Models

The new Oneida Monobilt provides a school coach in which engine, chassis and body are designed especially for pupil transportation. Most parts or accessories are interchangeable with the Oneida Safety School Bus Body. Chassis parts and com-

ponents are of a standard manufacture, thus when added to a conventional fleet, the service parts and maintenance are identical.

Due to its design, the Monobilt offers the advantage of a shorter wheelbase than the conventional bus, thus providing better visibility because the driver is seated at the extreme front of the vehicle. The engine up front is completely sealed and easily accessible. The driver is seated alongside the engine where he can closely observe its performance.

The coaches are available in four models with capacities ranging from 43 to 64 passengers.

ONEIDA PRODUCTS CORP., Canastota, N. Y.

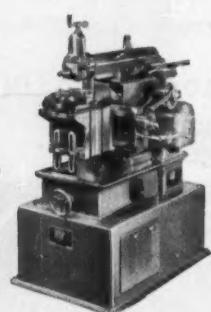
SHELDON

CHICAGO U. S. A.

SE-49

These 3 quality machine tools are especially adapted to school use because of their:

Write for the SHELDON Catalog showing and describing (with complete specifications) the line of: SHELDON Precision Lathes (10", 11", and 13" Swing), Sheldon Milling Machines, Sheldon Shapers and Sheldon Machine Tool accessories and attachments.



AMPLE SIZE—permits wide range of practical projects.

STANDARD DESIGN—true industrial tools with standard controls.

PERMANENT ACCURACY—these tools hold their accuracy under student abuse, do not require constant rebuilding and servicing.

SAFETY—all drives completely enclosed; all speed changes made by external levers.

PRICE—these are moderate priced tools that school shops can afford.

Steel Locker

SE-226

New, Fast Assembly Method



Steel-Pride Lockers employ an exclusive Jet-Lok U-type interlocking joint principle of construction which cuts assembly time drastically. The front, sides, and back of the locker slide together to form tight, positive, interlocking joints along the entire length of each member. This imparts exceptional strength.

This type of construction not only assures utmost rigidity and pilfer-resistance, but single lockers stand indefinitely without twisting or getting out of shape in any way.

STEEL SERVICE MFG. CO., Steubenville, Ohio.

SHELDON MACHINE CO. Inc.

Manufacturers of Sheldon Precision Lathes • Milling Machines • Shapers
4236 N. KNOX AVENUE • CHICAGO 41, ILLINOIS, U. S. A.

THIS TORNADO®
SCHOOL CLEANER...



DOES ALL THIS!

Join the hundreds of schools now using Tornado school cleaners. You, too, will agree that it is the most versatile, powerful and dependable cleaner you've ever used.

Just imagine how this machine with air suction above 300 m.p.h. can speed up all of your cleaning . . . reduce man hours . . . keep your building neat as a pin at all times.

Just write for Bulletin 600 to get complete information on Tornado school cleaners.

Tornado picks up liquids and scrubbing solutions from the floor, cracks and crevices. Leaves floors bone dry.

As a portable shoulder-vac it cleans erasers, chalk trays, window ledges . . . all hard to reach spots.

Reverse the blast with this attachment and it's a blower-sweeper for cleaning auditoriums, stadiums and other stationary seats . . . Many times faster than other methods.

Efficient attachments give added cleaning versatility. Tornado cleans acoustical ceilings and light fixtures with ease . . . speed.

Tornado vacuums regular floors. Pulls dust and dirt out of every crack . . . Sucks the dirt out instead of rubbing it in.



BREUER ELECTRIC MFG. CO.

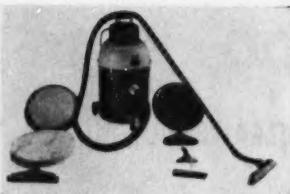
5088 North Ravenswood Avenue • Chicago 40, Ill.

Vacuum Cleaner SE-227

Features Redesigned Tank

Known as the MCV-205B, the vacuum cleaner shown to the right is for small and intermediate cleaning operations. An important new feature is a redesigned tank with a full 5-gallon capacity.

The machine continues to have excellent wet or dry pickup ability and is easily moved about on a rubber ball bearing swivel caster and two fixed rubber wheels, simply by pulling on the hose. It weighs only 36 lbs. and can be carried by the handle on top. A $\frac{1}{2}$ hp., 115-V universal AC or DC motor powers the ma-



chine, which moves air at the rate of 108 cu. ft. per minute, and has a water lift of 52".

Standard equipment includes: 8' x 1 $\frac{1}{4}$ " flexible vac hose, 2-pe curved wand, fabric type filter, 12" floating brush floor tool for rugs and carpets, 9" brush tool for bare floors, 5" up-

holstery tool and a flat fibre nozzle.

MULTI-CLEAN PRODUCTS, INC.,
2277 Ford Parkway, St. Paul 1,
Minn.

School Window SE-228

Opens Almost to 90°



SE-51

An advertisement for Master Padlocks. It features several large padlocks prominently displayed. In the foreground, a cartoon character of a boy in a graduation cap and gown holds a key and points towards the locks. To the left, there's a small illustration of a lock with the text "SCHOOL - CONTROLLED". Below the main image, the text "in a class by themselves" is written in a stylized font. The word "Master" is written in large, bold letters above "PADLOCKS". Below that, there's descriptive text about the locks and their features.

No. 1525 The finest in key-controlled padlock protection. Thousands of combinations protect the student — yet only one school-owned Master Key opens every locker. Precision built for long life, trouble-free service. Priced to fit school budgets.

No. 1500 Same as No. 1525, but without key control. Long time school favorite — in the bargain-price bracket.

Compare QUALITY!
Compare VALUE!
Compare PRICE!

Write today to Dept. S

Master Lock Company, Milwaukee 45, Wis. • World's Leading Padlock Manufacturers



Door Control SE-229

Is Completely Concealed

The Dor-O-Matic door control employs the principle of cam action against rollers. The working parts are fewer than in conventional checks, and adjust automatically to wear throughout the entire life of the check. Compression type Dor-O-Matic springs work at 75% of rated capacity, virtually eliminating the chance of breakage.

There are no extra hold-open accessories to buy or install. A built-in leveling device levels the check in the cement case to compensate for irregularities in building and floor construction.

DOR-O-MATIC, DIV. OF REPUBLIC INDUSTRIES, INC., 4446 N. Knox Ave., Chicago 30, Ill.

Beseler
**PROJECTORS MAKE
 LEARNING MORE INTERESTING...
 TEACHING MORE EFFECTIVE**



Beseler **VU-LYTE**
 for projecting opaque materials
 of instruction

Maps, diagrams, illustrations, and text can be projected in a partially lighted room without need for mounting or special holders. The Vacumatic® Platen holds single sheets up to 10 x 11 flat without flutter, and the Feed-O-Matic® Conveyor automatically feeds in new copy and ejects the old as the lesson proceeds.

Without leaving the VU-LYTE, you can direct special attention to salient features by the exclusive, built-in Pointex® Projection Pointer, which throws a movable arrow of light on any part of the screen.

The Beseler VU-LYTE is the most versatile, convenient, and efficient opaque projector ever produced.

Learn how these two projectors can make teaching more effective for you. Folders describing these and other visual aids in detail will be sent on request, or free demonstration arranged in your own projection room.



*Patent Pending
†Patented

CHARLES *Beseler* COMPANY
EST. 1899
 60 Badger Avenue, Newark 8, N. J.
 The World's Largest Manufacturer of Opaque Projection Equipment

Adding Machine SE-230
Halves Operating Noise



The Super-Quiet Custom Adding

Machine reduces machine noise up to 54% over other machines as shown by a scientific testing program. The noise reduction is accomplished by floating the entire inner mechanism of the machine so that it does not come in contact with the sound-reducing case. The working parts of the machine are thus isolated from the case so that the case can no longer act as a sounding board to amplify operating noise.

VICTOR ADDING MACHINE CO.,
3900 N. Rockwell St., Chicago 18,
Ill.

Magnifier SE-231
Is Electrically Lighted

An electrically lighted magnifier for general industrial use has been announced by Bausch & Lomb Optical Co. The instrument is designed to speed detailed examination of all kinds of materials and products through self-contained direct illumination on the object. It comes equipped with either of two types of illuminator handles, one battery-powered, the other for connection with a 110-volt power source. Either handle fits a reflector shade into which the magnifier snaps. Accessories furnished without extra cost are a non-illuminating handle and a metal tripod, which multiply the uses of the magnifier.

BAUSCH & LOMB OPTICAL CO.,
Rochester, N. Y.

SE-53

How to Cut Cleaning Costs with *Bennett* **WASTE RECEPTACLES**

IN YOUR SCHOOL

Everybody is automatically a member of your cleaning department by conveniently placing Bennett Bilt Waste Receptacles to invite their use. These waste receptacles are sanitary, economical and a major help to cleanliness and neatness. Put them to work for you and reduce cleaning costs.

Only *Bennett* **WASTE RECEPTACLES**

HAVE ALL THESE FEATURES

- Non-rusting stainless steel feet eliminate rusting and rust marks
- Made of extra heavy-gauge corrosion resistant steel
- All welded construction
- Smooth exterior surface...nothing to catch and tear clothes
- Reinforced corners
- Self-closing mechanism assures closed doors when not in use and permits easy opening of independent doors with finger-tip pressure
- Rounded corners for structural strength and pleasing appearance
- Baked enamel finish...white or green

• These are a few of the many features that make Bennett Bilt Waste Receptacles a natural "buy". Quality and every consideration for hard usage are self-evident both inside and outside of these receptacles.

FILL IN AND MAIL
COUPON TODAY

**THE BENNETT MANUFACTURING CO.
ALDEN, N. Y.**

Kindly send to my personal attention a FREE copy of the fully illustrated Bennett Bilt Waste Receptacle Catalog.

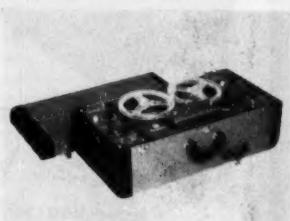
Name _____

Organization _____

Street _____

City _____ State _____

Tape Recorder SE-232
In New Dual Type Model



Teachers and students of speech, music, language, and dramatic arts, will find many uses for a new type of tape recorder called the Synchrotone. It is particularly valuable for drill and practice where the student must make a response to an aural situation.

The Synchrotone permits the synchronous recording of two different sound events on the same tape, without actually mixing the sounds on the tape. The two recordings may be made simultaneously, or at different times. Each may be erased, corrected, changed in relative volume, or copied, without affecting the other. Yet both may be played back together, in perfect synchronism, at any time.

Two models are currently in production: Model VM 58: 7.5" per sec., 30-minute recording time, frequency response to 7000 cps; Model VM 58-S: 3.75" per sec., 60-minute recording, 5000 cps response. Operation is on 115 volts, 60 cycles, 110 watts.

MAGNETIC RECORDING INDUSTRIES, 30 Broad St., New York 4, N. Y.



Now you can make low-cost sound movies

Here is the long-awaited Filmosound 202, the 16mm Bell & Howell recording projector that lets you make sound movies without professional experience or costly equipment, project any 16mm film, silent or sound.

Now you can make your own sound movies . . . add sound to old silent films . . . or a second sound track to

old sound movies. And in each case, you can change the sound as often as you like!

If you aren't already using educational films, the Filmosound 202 will give you an entirely new concept of the value of such a program. For full information, mail the coupon today.



Record your message right on the film as it is being projected onto the screen through your Filmosound 202—and play back immediately. Simple controls, fool-proof mechanisms make it as easy as talking on the telephone.

Reach every age level with simply a change of the message on the magnetic sound track. Greatly increases the value and usefulness of your school's film library . . . makes classroom work more interesting and effective.

You buy for life

when you buy

Bell & Howell

**the sensational, new 16mm
Filmosound
“202”
RECORDING PROJECTOR**

Guaranteed for life. During the life of the product, any defect in material or workmanship will be remedied free (except transportation).

**Bell & Howell Company,
7109 McCormick Road, Chicago 45, Illinois**

Please send me without cost or obligation full information on making low cost sound movies with the new Filmosound 202.

Name _____

School _____

Address _____

City _____ County _____ State _____

SE-233

Laboratory Assemblies

In New Sitting-Height Sizes

The 30-inch high Drawer-Cupboard is the newest addition to the Fisher Unitized line of Laboratory Furniture. Alternated with other units, such as the Open Bench Units or the Versa-Table, the Drawer-Cupboard offers continuous 30" high working area.

In addition, the new unit gives the laboratory worker a place to keep his instruments and accessories. Into

the convenient drawer go slides, solution cells, glass filters, analytical weights, etc. Below the drawer is a large cupboard that readily accommodates microscopes, pH meters, pyrometers, microtomes, illuminators, etc.

FISHER SCIENTIFIC CO., 717 Forbes St., Pittsburgh 19, Pa.

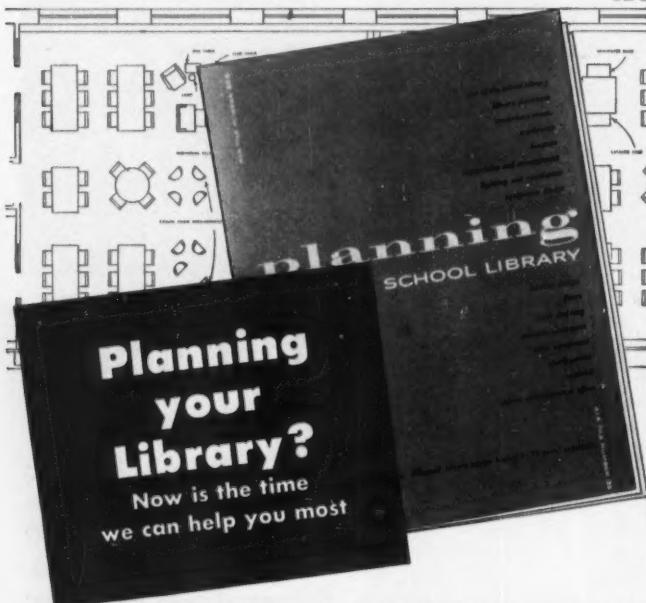


SE-234

Traffic Officer Cape *Of White Canvas*

The Scotchlite Cape for officers

SE-55



- and here is the book that can do it

Now ready for you in this new 24-page illustrated booklet are scores of practical ideas crystallized from Library Bureau's 75 years' experience in equipping school libraries of every size. Be sure to order your free copy today.

Library Bureau — Originator of Specialized Library Equipment



Remington Rand

Room 1364 Library Bureau, 315 Fourth Ave., New York 10

Yes, I would like a copy of LB579, "Planning the School Library".

NAME _____

SCHOOL _____

ADDRESS _____

CITY _____

ZONE _____

STATE _____

who direct traffic are manufactured of closely woven white canvas with silver reflective strips on both front and back of cape. It is designed to provide added protection and helps speed the flow of traffic since both drivers and pedestrians are able to see the officer without difficulty.

The cape is scientifically made to fit any size man, with or without a topcoat. No measurements need be given when ordering.

INDUSTRIAL PRODUCTS CO., 3075 N. Fourth St., Philadelphia 33, Pa.

SE-235

Fluorescent System *Keeps Down Glare*



Designed by Sylvania Electric Lighting engineers, the new fluorescent lighting system installed in the Hempstead, Long Island, N. Y. school, provides four times more light than previously supplied.

Sylvania CL-242 units are surface-mounted on the ceiling and are installed in two continuous rows of seven fixtures each. The fixtures each contain two 40-watt warm white fluorescent lamps shielded beneath by louvers and on the sides by plastic panels. These new fixtures provide both direct and indirect lighting. The ceiling is thus illuminated so that light is thrown back into the room. There is a minimum of shadows and glare.

SYLVANIA ELECTRIC PRODUCTS CO., 500 Fifth Ave., New York, N. Y.



WARDROBE^Edoor FOR SCHOOLS

GOES UP

UP

SAVES SPACE

Building demands being what they are, any space that can be saved is an advantage. Here — illustrated in cross-section at the right — is a wardrobe door specifically designed to save space. It is a two-section door, opening upward as the drawing indicates. Counterbalancing, synchronizing, and double action provide easy operation up or down. Facing can be chalk board, cork board, or any desired combination. Wardrobes can be minimum depth; and there is no intrusion on aisle space, which can also be minimum — with substantial floor-space saving. The Barcol WARDROBE^Edoor is ideal for remodeling, too. Let your Barber-Colman representative give you full details — look for his name in the Yellow Pages of your telephone directory.



SALES AND SERVICE REPRESENTATIVES IN PRINCIPAL CITIES



BARBER-COLMAN COMPANY

156 MILL STREET • ROCKFORD, ILLINOIS

Film Cleaning Unit SE-236

Cleans While Film Is Inspected

A low cost film cleaning machine is now available for use with Ecco #1500 anti-static film cleaner and conditioner. Called Speedrol, it is now possible to both clean and inspect film simultaneously.

The machine is compact, sturdy and foolproof. It can be mounted anywhere between rewinds. The specially constructed, laboratory-type glass fluid-feed reservoir and valve permits an accurate, unattended flow of cleaning fluid to the wiping pads at all times, with no evaporation, no annoying fumes, and with a resultant conservation of fluid. The film can be

cranked through the spring loaded jaws of the unit at any desired speed; thus, the operator can inspect the film either before or after it has been cleaned.

ELECTRO-CHEMICAL PRODUCTS CORP., 60 Franklin St., East Orange, N. J.



Glass Door SE-237

Transmits Soft Light

The Securit interior glass door above combines beauty in appearance with transmission of soft light. Privacy is maintained between rooms. Each door is a single slab of $\frac{3}{8}$ " Muralex glass patterned on both surfaces.

It is heat-treated by the Securit process to make it three to five times stronger than conventional glass of the same thickness.

The door comes complete, ready to hang, with bronze-finished hardware including a standard Sargent lock and special Stanley ball-bearing hinges which provide finger-tip operation.

The standard sizes are 26" x 6'8" weighing 95 lbs.; 28" x 6'8" weighing 100 lbs.; 3' x 6'8" weighing 110 lbs.; and 3' x 7' weighing 115 lbs.

LIBBEY-OWENS-FORD GLASS CO., Nicholas Bldg., Toledo 3, Ohio.

Your School Nurse Knows the Value of— **BRADLEY** SANITARY WASHING FACILITIES

- From a health standpoint, nurses know the importance of cleanliness and recognize the merits of washing facilities designed to provide such sanitary features as Bradley Washfountains.

The central spray of a Bradley is controlled by the foot ring so hands need not touch anything but the clean spray of running water.

Since the self-flushing bowl carries the water away, there is no collection of used water, — no chance of contamination.

Water supply is cut off automatically when last person leaves as the foot ring returns to "off" when foot is released.

New Colorful Catalog 5204 includes helpful washroom plan suggestions, — send for a free copy.



The foot-control ring eliminates faucets. Water flow cut off when students leave.



BRADLEY WASHFOUNTAIN CO.

2233 W. Michigan Street,
Milwaukee 1, Wisconsin

BRADLEY
washfountains

Distributed through Plumbing Wholesalers

Lounge Chair SE-238

Shipped Knocked Down



The Midwest Furniture Co. has designed a new Lounge chair suitable for use in lobbies, etc. It can be shipped knocked down to avoid additional freight costs. It is very easy to assemble, and economically priced.

The minimum order is twelve chairs, minimum shipment three chairs.

THE MIDWEST FURNITURE CO., Sheboygan, Wis.

Outstanding...



**The Beckley-Cardy
D1515 Streamliner
Chair Desk**

Designed and built to set the standard for school seating today. Investigate these features that make your choice a wise one . . .

COMFORT for the pupil—a first consideration—is found in the posture curved plywood seat—the full arched back rest and—the solid maple writing top.

STRENGTH is assured by the all welded steel frame and book shelf—seat and back riveted.

DESIGN is streamlined—with automatic front-to-back self adjusting writing top—ample space below bookshelf for ease in sweeping.

ECONOMY is ever present in the close pricing and years of hard service found in this superior construction.

Write for School Buyer's Guide No. 94 describing this and other school seating.



BECKLEY-CARDY COMPANY

1632 INDIANA AVE.

CHICAGO 16, ILL.

Bus Mirror

SE-239

Eliminates Blind Spots

Driv-Eez mirrors eliminate blind spots for safer bus driving. The mirrors are completely hand adjustable to any position, including in and out, complete circle, vertical for different height drivers, and the tipping adjustment that eliminates the blind spots along the sides of the buses.

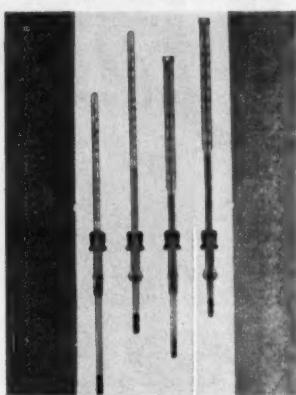
The rigid tubular construction practically eliminates vibration and the brackets and mirrors fold back against the cab upon impact.



THE KAMPA CO., 5715 South 11 Ave., Minneapolis, Minn.

Stem Thermometer

SE-240

Two Different Stem Lengths

Adjustatherm is the name of an adjustable stem thermometer made in two different stem lengths— $6\frac{1}{2}$ " and $11\frac{1}{2}$ " (for flasks ranging from 250 to 22,000 ml.). Both sizes are available in three ranges: 0° to 150°C , 0° to 250°C , and 0° to 360°C .

A set of two Adjustatherms will replace up to nine conventional type thermometers. In addition to taking the liquid temperature, the vapor temperature may be obtained without dismantling the equipment.

The unit, which works like a trombone, consists of a thermometer having either an etched scale with clearly defined markings against a yellow background or a milk-glass scale. The thermometer fits into a precision bore sleeve with either a standard taper or semi-ball joint.

SCIENTIFIC GLASS APPARATUS CO., INC., Bloomfield, N. J.

SE-241

Hot-Cold Food Conveyors**Handle Pre-Portioned Meals**

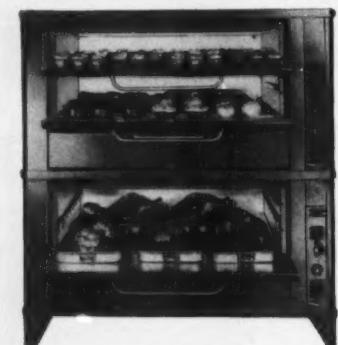
Meals are completely prepared and portioned on individual dishes at a centralized kitchen prior to loading on one of the new food conveyors announced by Crescent Metal Products, Inc.

The Crescent Food Conveyor is designed for use with a special heated platter serving system. Each of the four hot compartments on the left of the unit hold 12 individual preportioned meals. The two compartments on the right are used for cold storage. Dispensers for coffee and other liquids are mounted on the back wall just above the working counter.

CRESCENT METAL PRODUCTS, INC., 18901 St. Clair Ave., Cleveland 10, Ohio.

BLODGETT FLEXIBILITY PROVIDES**MENU VARIETY**

You can roast, bake and do general oven cookery in a Blodgett oven because of its flexibility and capacity. Each section is separately controlled for proper heat. Foods requiring different temperatures are cooked in different decks at the same time; meat might be roasted in one section at 300°F ; baking done in another at 425°F ; and general oven cookery in still another at 350°F . A Blodgett is continually producing for you because it can take care of as much as 70% of the cooked food items on your menu.



Blodgett makes ovens from its "Basic Three" design which provides the units to make 24 models.

THE G. E. BLODGETT CO. INC.

BLODGETT

80 LAKESIDE AVE., BURLINGTON, VERMONT



Here's the easy way to add sound to your films

the new RCA 16mm Magnetic Recorder-Projector

NOW ADD A SPARKLING, new sound track to every 16mm film you use. And do it in minutes—with the new RCA magnetic recorder-projector.

It's the easy, low-cost way to make your films work harder, offer more. With your own sound track on film—old films can tell a new story . . . a general message can be made specific . . . scratched optical sound tracks can be replaced . . . films can speak two languages—one on optical track and the other on magnetic sound track.

With this new RCA projector you can now add sound to your silent films after duplicating on single perforated stock. Or, put a new commentary on your sound films—without impairing your present optical sound track. Add a simple narration, or prepare a complete production in sound.

It's magnificent sound, because it's magnetically recorded sound. And it's just as easy to prepare as a tape recording. To make your own sound track with the RCA magnetic recorder-projector, here's all you do.



1. HAVE MAGNETIC STRIPE ADDED TO YOUR FILM

Laboratories are set up to add a narrow magnetic stripe to your films quickly, expertly—for only a few cents a foot. Exposed film or raw stock can be striped. Sixteen- or 24-frame speed can be used. Double-perforated films (films with two sets of sprocket holes) must be duplicated on single-perforation stock.

2. THREAD PROJECTOR AND SET CONTROLS

Thread the RCA projector as you would for a regular showing. Turn knobs to "record" position, thread film over magnetic recording heads and you're ready to record. No extra gadgets to attach. No extra equipment to set up.



3. WATCH PICTURE—SPEAK INTO MICROPHONE

Record your message on film as you watch the picture. Stop . . . erase . . . re-record at any time. You can plan your recording for a single showing—or use it over and over again.

Compare sound reproduction before you buy

Listen to the magnificent sound reproduction from the RCA magnetic recorder projector before you buy any type of sound projector. You've never heard such faithful sound on 16mm film. And RCA's quiet projector mechanism—the famous "thread-easy" mechanism—keeps irritating projector noise out of your recording. For a superb presentation of either optically or magnetically recorded films, listen to the RCA magnetic recorder-projector. Listen . . . compare . . . before you buy.

For New, Free Bulletin MAIL COUPON NOW

Educational Services, Dept. 1003
Radio Corporation of America,
Camden, N. J.

Please send me your new, free bulletin, "RCA Magnetic Recorder-Projector."

Name _____

Title _____

Organization _____

Address _____

City _____ Zone _____ State _____



RADIO CORPORATION of AMERICA
EDUCATIONAL SERVICES, **CAMDEN, N.J.**

AUDIO-VISUAL AIDS

SE-301 Artificial Respiration

Artificial Respiration. 16mm sound. This instructional motion picture demonstrates the newly adopted back pressure arm-lift method, which has superseded the Schafer system. It shows and describes orally the procedures as enacted by Springfield College experts and its step-by-step pattern can be followed easily. SEMINAR FILMS, INC., 347 Madison Ave., New York 17, N. Y.

SE-302 American Community Life

American Harvest. Technicolor. Graphic, factual reporting of America's response to fast-moving technological changes provides the basis for this new educational motion picture. THE JAM HANDY ORGANIZATION, 2821 East Grand Blvd., Detroit 11, Mich.

SE-303 Teaching in a French Village

Passion for Life. The revitalization of the little French village of Salezes through the instrumentalities of a master teacher of its boys, is the theme of this new, dramatic film. Stresses the basic principles that learning and growth begin with an interest in something and that every human being has his own distinct and different personality. BRANDON FILMS, INC., 200 W. 57 St., New York 19, N. Y.

SE-304 School Plant Planning

Cooperative School Plant Planning. Color Filmstrip, 100 Frames. This filmstrip outlines the roles of the board of education, the superintendent of schools, the educational consultant, the architect, the engineer, other experts, children, teachers, and citizens of the community as they take part in a cooperative school plant planning procedure. Many details of ad-

ministration are covered, as well as ways in which cooperating groups and individuals can benefit. INDIANA UNIVERSITY, AUDIO-VISUAL CENTER, Bloomington, Ind.

SE-305 American Democratic Process

Three new filmstrips have been added to the Backgrounds of Our Freedom series: *Passing A Bill in Congress*, *Popular Sovereignty-U.S.A.*, and *Growth of Women's Rights-U.S.A.* HERITAGE FILMSTRIPS, INC., 89-11 63 Drive, Rego Park, 74, N. Y.

SE-306 Film Catalog

Association Films' new 1952-53 Catalog has just been published. It describes more than 1,400 different subjects including 120 free films. Among the subjects covered are: agriculture, home economics, health and safety, manufacturing, social studies, literature, communications, sports, religion, and entertainment. ASSOCIATION FILMS, INC., Public Relations Dept., 347 Madison Ave., New York 17, N. Y.

SE-307 Art Film

Art Points the Way. Binney & Smith's full-color motion picture on art as an aid to learning will be released through Association Films for free loan to educational institutions. The 10-minute subject will also be available for purchase. ASSOCIATION FILMS, INC., 347 Madison Ave., New York 17, N. Y.

SE-308 Visiting Mexico Via Air

Airplane Trip to Mexico. For use in social studies and geography classes. Through sharp and selective photography, this film shows a cross-section of Mexican family life at home and in recreation, in city and country. Besides presenting a good study of the elements of Mexican life, it emphasizes such things as the close knitting of family ties in the southern nation. ENCYCLOPAEDIA BRITANNICA FILMS INC., 1150 Wilmette Ave., Wilmette, Ill.

SE-309 Labor Laws

You and Labor Law. Color slide-film. This slide-film presentation traces the development of federal labor legislation from its origins down through the Wagner Act, then takes up the present Taft-Hartley point by point. The series uses cartoons to draw the picture, and a commentary on 33 1/3 rpm records to spell out the essential facts in simple, effective language. SEMINAR FILMS, INC., 347 Madison Ave., New York 17, N. Y.

SE-310 Entertainment Film Catalog

1953 Entertainment Catalogue of 16mm Sound Films. This 32-page catalog gives short synopsis of the entertainment features, westerns, serials, free films, etc. available from IDEAL PICTURES CORP., 65 E. South Water St., Chicago 1, Ill.

SE-311 Fairy Tales

Rumpelstiltsken, *Sleeping Beauty*, and *The Golden Axe*. These films not only stimulate reading interest, but also lead to creative activity by the children when they dramatize the stories they have seen. For primary and middle grades. ENCYCLOPAEDIA BRITANNICA FILMS, INC., 1150 Wilmette Ave., Wilmette, Ill.

TEST YOURSELF!

SE-61

Do you know the answers to these questions on library stacks and equipment?



Q. Will VMP steel bookstacks and shelves warp, sag, or crack?



Q. How important to efficient library function are hinged shelves?



Q. Does VMP U-BAR shelving actually add to the life of books?



Q. Is it more advantageous to utilize the services of the world's largest manufacturer of bookstack, shelving and equipment?



Q. Is VMP steel library equipment more expensive?

1. No! Precision-engineered VMP steel construction can never warp, sag, or crack.

2. Most important. Exclusive VMP design hinged shelves add vital storage and handling flexibility—save time and money.

3. Yes! VMP's modern U-BAR shelves provide better ventilation allowing air to circulate freely to all parts of books. Books last longer, never rot!

4. Yes—for every kind of job. Virginia Metal Products offers the benefit of its vast experience in the solution of all technical questions concerning free-standing or multi-tier bookstacks, conveyor systems, etc.

5. No! VMP equipment actually costs far less! In fact, about half the cost of wood shelving!

answers

FREE: 8-page brochure describing VMP modern functional library bookstack equipment, complete with illustrations, shelf and stack data—a valuable asset to all librarians and architects. For your free copy, just write "Bookstack" on your letterhead or card and mail to Dept. SE-9.

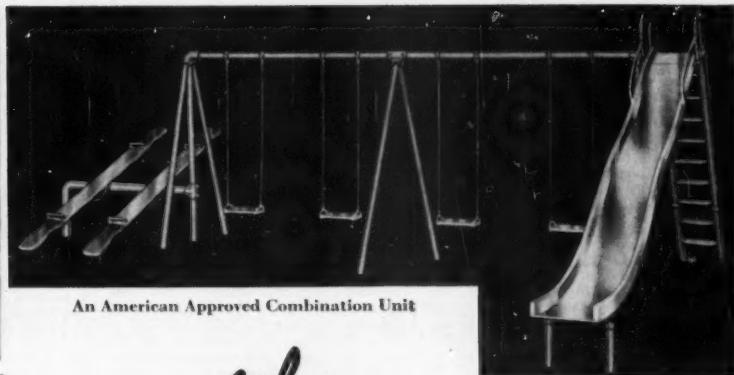


**VIRGINIA METAL
PRODUCTS CORP.**

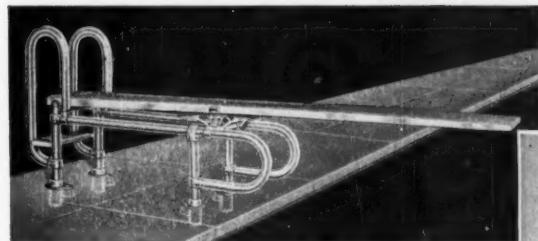
1112 First National Bank Building
Pittsburgh 22, Pa.



American Approved Castle Tower



An American Approved Combination Unit

All-American Heavy-Duty Uniform Hanger
For All Athletic Uniforms

An American Official Regulation One-Meter Unit

You'll like **doing business
with AMERICAN**

★ Since 1911, the finest Park, Playground and Swimming Pool Equipment built, backed by a Lifetime Guarantee against defective materials or construction . . . low, nationally advertised prices which today average but little above pre-war 1941 . . . prompt, courteous and highly personalized service on both your problems and your orders . . . prompt, friendly adjustments to your complete satisfaction, marked by a sincere desire to merit an enviable reputation nearly half a century old . . . unsurpassed strength, durability, performance and safety.

These are but a few of the many reasons why we believe you will enjoy doing business . . . now and in the future . . . with AMERICAN.

AMERICAN
PLAYGROUND DEVICE CO.
ANDERSON, INDIANA

*World's Largest Manufacturers of Fine
Playground & Swimming Pool Equipment*

*Write Today FOR CATALOGS AND SPECIAL LITERATURE
FEATURING AMERICAN APPROVED*

PLAYGROUND EQUIPMENT • • SWIMMING POOL EQUIPMENT • • ALL-AMERICAN PICNIC GRILLS
ALL-AMERICAN UNIFORM HANGERS • • AMERICAN HEAVY DUTY CHECKING AND GYMNASIUM BASKETS
STEEL BASKET RACKS • • AMERICAN REPAIR EQUIPMENT • • AMERICAN HOME PLAY EQUIPMENT

Internationally Specified Internationally Approved

MANUFACTURERS' CATALOGS

SE-312 Purity Meter

Bulletin 125. This bulletin describes the new Barnstead Purity Meter, an electronic testing device for determining the purity of either distilled or demineralized water. BARNSTEAD STILL & STERILIZER CO., 145 Lanesville Terrace, Forest Hills, Boston 31, Mass.

SE-313 Building Board

How and Where to use Stramit, the Building Board of the Future. Stramit Building Board has built-in heat insulation, acoustical absorption, fire resistance and many other features of interest to architects. THE STRAWICK CO., 1847 N. W. 5 St., Oklahoma City, Okla.

SE-314 Gymstand

Wayne Rolling Gymstands. Contained in this catalog are discussions of such features of Wayne rolling Gymstands as safety codes, maintenance, operation, visibility, space saving, comfort and appearance. Also included is a section devoted to planning aids for gymnasium seating, and sample specifications for ordering rolling gymstands. WAYNE IRON WORKS, Wayne, Pa.

SE-315 Matting

You Don't Walk On The Ceiling—But. This circular is designed to show that cleaning and maintenance costs can be substantially reduced by keeping entrance matting in place the year round. It also gives pertinent information on the proper uses of rubber link matting. AMERICAN MAT CORP., 2018 Adams St., Toledo 2, Ohio.

SE-33

the window that went to college

**THE
ALL-ALUMINUM
MIAMI
AWNING WINDOW**

Merrick Building
University of
Miami
Robt. M. Little
A.I.A.

Needs no painting, cannot rust, rot—is termite-proof and built to last a lifetime. Windows open and close quickly and easily. Vents won't warp, swell or stick. Heavy gauge aluminum (63-ST15) sections are built for long, hard usage. Weatherstripping, optional. These factors assure LOW MAINTENANCE.

Air Infiltration Tests Taken by Pittsburgh Testing Laboratories

Member — Aluminum Window Manufacturers Association

For further information, see Sweet's Architectural File 12A or—write, wire or phone Miami Window Corp., Dept. NS-7.

MIAMI WINDOW CORPORATION
5200 N. W. 37th Avenue, Miami, Florida

SE-316 Binfeed Stokers

Canton Stokers, Duraflex Binfeed. This folder highlights a number of blue prints—front view, side view, and floor plan of an ideal boiler room layout—that show how and where today's advanced equipment should be located for greatest efficiency. CANTON STOKER CORP., Canton, Ohio.

SE-317 Shades

The Window Shade with the Ten Year Guarantee. The shades described in this folder carry a ten year guarantee not to crack, peel, pinhole or check during normal usage. Darkening shades are also shown. FORSE MFG. CO., 2347 Sullivan Ave., St. Louis 7, Mo.

SE-318 How to Spray Paint

Spray Painting Made Easy. \$35. This booklet features a number of short cuts and hints for spray painting and information covering everything from the correct equipment to the spray painting procedures. DEVILBISS CO., 300 Phillips Ave., Toledo 1, Ohio.

SE-319 Plumbing Fixtures

You Can Build It and Maintain It for Less a New Way. This booklet points out that major savings in material and time-cost can often be obtained when decisions on sanitary facilities, including type of plumbing fixtures to be installed, precede final approval of the structural design of a building. The information is presented mostly in the form of illustrations and drawings showing details of construction. Z. A. ZURN MFG. CO., PLUMBING DIV., Erie, Pa.

SE-320 Windows

Fenestra Architectural Steel Products. Seven types of Fenestra windows including Intermediate Casements, Intermediate Projected and Intermediate Combination Windows, Awning-type Windows, etc., are shown and described in this 32-page catalog. Besides illustrations, descriptions, and sizes, the catalog lists advantages and uses of the windows, shows construction features and installation details. DETROIT STEEL PRODUCTS CO., Advertising Dept., 3305 Griffin St., Detroit 11, Mich.

SE-321 Playground Equipment

Jamison Playground Equipment. A wide range of outdoor playground devices are shown here: such items as merry-go-rounds, climbing towers, slides, swings, combination gym units, etc. JAMISON MFG. CO., 8890 South Mettler St., Los Angeles 3, Calif.

SE-322 Sheathing

Weather-Shield Gypsum Sheathing. This illustrated folder points up the fire-resistant qualities of Weather-Shield Sheathing and lists advantages. CERTAIN-TEED PRODUCTS CORP., Ardmore, Pa.

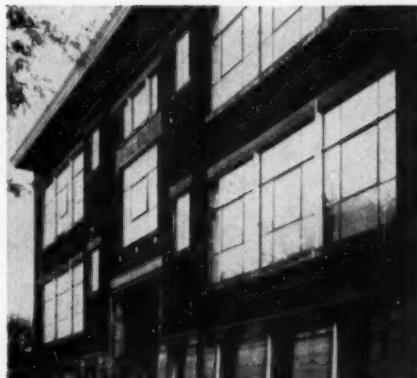
SE-323 Banquet Tables

Glamahr Banquet Tables are First Choice. The tables shown in this catalog are designed for quick-handling, easy storing, and ruggedness. A copy of the leaflet is available from FOLD CRAFT, INC., 825 Glenwood Ave., Minneapolis 5, Minn.

FACTS YOU SHOULD KNOW ABOUT

replacing old sash

WITH PITTSBURGH CORNING GLASS BLOCKS



QUESTION . . . In replacing our old window sash, what material should we consider in order to get the best all-around job of daylighting? We have a limited budget.



ANSWER . . . Specify PC Glass Blocks. They make the most of daylight. They do not decay, rot, rust, check or warp; no repairs or replacements are necessary. And you can extend your sash replacement program over any required period, or complete the entire job at once.

► When used to replace old, worn out, inefficient window sash in your school, panels of handsome PC Glass Blocks give you these definite advantages:

1. They help increase the efficiency of pupils and teachers, reduce eye fatigue, add to general safety, contribute toward creating the "Co-ordinated Classroom," by admitting abundant controlled daylighting.
2. They reduce maintenance costs. That's because PC Glass Blocks rarely require repairs or replacements. There's no wood or metal sash to decay, rot, rust or corrode. No periodic painting, puttying and caulking are involved. There is no expensive cleaning of small, individual panes. In fact, normal rainfall and routine maintenance preserve their high light transmittance. They have more than twice the insulating value of ordinary, single-glazed windows. That means reduced air-conditioning and heating costs; increased efficiency of the cooling and heating system.
3. They permit replacement programs which are adaptable to budgets—large or small. The work can be done at once, or spread over any desired period of months or even years. And the savings effected, school authorities have discovered, pay for the installation in a relatively short time.

Why not put your sash replacement problems up to our specialists? They'll be glad to help you, without any obligation on your part.

Other Facts: PC Glass Blocks cut off distracting views and outside noises; improve the appearance of any building, inside and out; help share the light between rooms and corridors; are immediately available.

Mail this coupon for complete information



Pittsburgh Corning Corporation
Dept. AH-92, 307 Fourth Avenue
Pittsburgh 22, Pa.

Without obligation, please send me a FREE copy of your booklet on the use of PC Glass Blocks in schools and other public buildings.

Name.....

Address.....

City..... State.....

PITTSBURGH CORNING CORPORATION • PITTSBURGH 22, PENNSYLVANIA

MANUFACTURERS' CATALOGS

SE-324 Electric Time Systems

National Electromatic Self-Regulating Electric Time Systems. The system described in this catalog permits any one or more clocks to correct themselves at the next hour, if they are out of time with the Master Clock. Features and specifications of these electric time systems are well illustrated and described in this folder obtainable from NATIONAL TIME & SIGNAL CORP., 21800 Wyoming Ave., Detroit 20, Mich.

SE-325 Electric Potter's Wheel

The Versatile Craftool. The Craftool, described in this catalog, is a variable speed electric potter's wheel which follows

through all phases of ceramic work—wedging, throwing, banding, sanding, grinding—except firing. By adding a few simple attachments, the Craftool becomes a complete gem-cutting shop, performing all phases of lapidary work from rough sawing to final polishing. CRAFTOOLS, INC., 401 Broadway, New York 13, N. Y.

SE-326 Linen Purchasing Guide

Hotel Linens, Their Purchase, Care, and Laundering. \$1.50. This 33-page manual shows what can be done to cut replacement costs and protect the linen investment. Many check lists have been included as aids in bridging the gap between theory and practice. AMERICAN HOTEL ASSN., 221 W. 57 St., New York 19, N. Y.

SE-327 Locksets

A new catalog describing the Stilemaker

Heavy-Duty Cylindrical Lockset has been published by The Russell & Erwin Div. of The American Hardware Corp. Information contained in this catalog includes complete data on re-keying, complete installation information as well as description of functions of the locksets for all popular uses. THE AMERICAN HARDWARE CORP., New Britain, Conn.

SE-328 Group-Washing Fixtures

The Bradley Washfountain Co. has just issued a new catalog illustrating and describing the advantages of group-washing fixtures for schools. Important savings in water consumption, floor space, installation and maintenance costs, as well as vastly improved sanitation, can be achieved with these installations. BRADLEY WASHFOUNTAIN CO., N. 22 and W. Michigan Sts., Milwaukee 1, Wis.

SE-329 Dormitory Shades

The Shades That Last as Long as the Windows. This folder covers the new line of Ra-Tox Ventilating Shades specifically designed for dormitory and other school applications. These shades are made of strong, kiln-dried basswood slats, woven together with heavy duty seine twine into a rugged, durable fabric. HOUGH SHADE CORP., Janesville, Wis.

SE-330 Woodworking Information

Make It Yourself. This monthly woodworking information sheet, though addressed primarily to home users of the DeWalt Power Shop, carries items of detailed woodworking information of interest to those engaged in shop work. DEWALT, INC., Lancaster, Pa.

SE-331 Water Repellent

Silaseal. Silaseal, described in this brochure, is a silicone type, transparent water repellent used to treat exterior masonry surfaces. A section is devoted to the control and elimination of efflorescence. SURFACE PROTECTION CO., 16799 Euclid Ave., Cleveland 12, Ohio.

SE-332 Laboratory Information

The Laboratory, Vol. 21, No. 5. This issue describes a new instrument, the Electro-Analyzer, on which as many as four different quantitative analyses can be run simultaneously. Other interesting laboratory equipment information is included. FISHER SCIENTIFIC CO., 717 Forbes St., Pittsburgh 19, Pa.

SE-333 Hack Saw Blades

DoAll Hack Saw Blades. This new brochure describes the complete DoAll line of hack saw blades for use on hack sawing machines and for hand hack saw frames. It discusses and gives technical data on molybdenum blades, tungsten blades, and safety blades of vanadium alloy steel. THE DOALL CO., Des Plaines, Ill.

SE-334 School Chairs

The Adirondack Chair Co. has just published a new 16-page catalog which depicts steel and wooden chairs and tables, both folding and stationary models. A copy may be obtained from THE ADIRONDACK CHAIR CO., Dept. 201, 1140 Broadway, New York 1, N. Y.



SE-65

Check YOUR Students with the AO Color Perception Test

Every school child should be tested. About 4% of the males and fewer females are deficient in color perception. This physiological characteristic may become an important factor in the social, educational and occupational adjustment of the individuals concerned. For this reason, early detection of deficient color perception is very desirable.

The color blind or color deficient student, informed of his defect, is equipped to make sound personal and vocational adjustments. Likewise, educational and vocational advisors need information concerning the existence of defective color vision in order to provide helpful guidance for those affected.

The No. 1378A AO Color Perception Test is a simple, effective and accurate screening test for determining red-green color perception deficiency. It carries the approval of the Inter-Society Color Council and is used extensively by the Armed Forces, in industry, and in education. The test, consisting of 18 carefully designed charts and directions for use, complete in ring binder, is easily and quickly administered.

You may obtain complete information about this important test at AO Branch Offices located in all principal cities.

Price \$10.50

American Optical

INSTRUMENT DIVISION • BUFFALO 19, NEW YORK

**No "Maybe" Gravy for Me!
I use KITCHEN BOUQUET
for RICH BROWN
DELICIOUS GRAVY!**

FREE! "QUANTITY RECIPE" CARDS
and 4-oz. Bottle Of
KITCHEN BOUQUET

Just drop a post card to: Kitchen Bouquet,
Grocery Store Products Co., Dept. SE-9,
West Chester, Pa.

Available in pts., qts. and gals. For 2-oz.
and 4-oz. sizes, see your grocer.

EVEN simple meals make a hit when gravy is rich brown and delicious—Kitchen Bouquet gravy. This unique blend of 14 garden-fresh vegetables, herbs and spices adds no artificial flavor. Used by good cooks and chefs for 75 years to bring out true meat taste and give gravy an appetizing, deep brown color.

Here's another tip: you'll save meat-shrinkage—get extra servings—by slow-roasting at 300°F. For rich brown crust, brush the meat, before roasting, with Kitchen Bouquet.

Always use Kitchen Bouquet to get the most flavorful meat and gravy at only a fraction of a penny per serving.

SERVE BOTH THESE FAVORITE FOODS

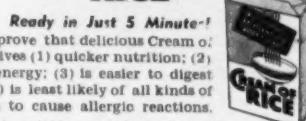
BinB

*The Mushrooms already
Broiled in Butter*



Packed 3 ways for every mushroom use; Whole Crowns (in 6 and 3-oz. cans), Sliced, and Chopped (in 3-oz. cans). Broiled in pure creamy butter before they're packed.

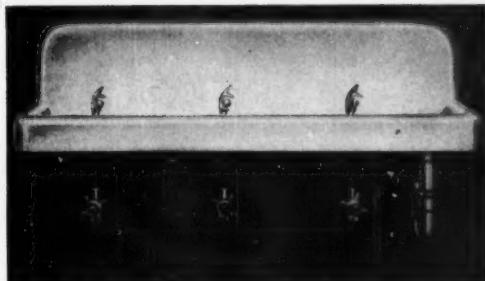
**CREAM OF
RICE**



Ready in Just 5 Minutes!

Data* prove that delicious Cream of Rice gives (1) quicker nutrition; (2) more energy; (3) is easier to digest and (4) is least likely of all kinds of cereals to cause allergic reactions.

*Test data available upon professional request.



**HAWS Multiple Head
DRINKING FOUNTAINS**

...designed to ease traffic congestion with sanitary, trouble-free operation.

INSIST ON HAWS...

- Sanitary Drinking Fountains
- Electric Water Coolers
- Cafeteria Water Facilities
- Faucets, Filters and Accessories

WRITE FOR THE NEWEST HAWS CATALOG, TODAY!



FREE "DRINK PROPERLY" POSTERS AVAILABLE—please specify quantity

HAWS DRINKING FAUCET CO.
1433 FOURTH STREET (Since 1909) BERKELEY 10, CALIFORNIA
Agents and Sales Representatives in All Principal Cities

**Clean and Polish
ALL TYPES OF FLOORS**

**faster at
lowest
cost!**



Brillo Solid Disc
Pads stay firmly
in place—will
not pull or rest
brush of machine
on pad... operate
machine as usual.

Four grades of Brillo
steel-fiber floor pads to
clean, polish all floors
—hardwood, linoleum,
composition, asphalt or
rubber tile. 100% effective
solid-disc pads give
top service at lowest cost.
Sizes 8" to 22" fit all
machines.



BRILLO
SOLID-DISC STEEL WOOL
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SE-335 Sound Products

RCA Sound Products. This catalog presents RCA microphones, amplifiers, speakers, baffles, driver units and horns, inter-communication equipment, television Antennplex systems, and unit-built cabinets and racks. Amply illustrated and completely described. RCA, ENGINEERING PRODUCTS DEPT., Camden, N. J.

SE-336 Interior Color Suggestions

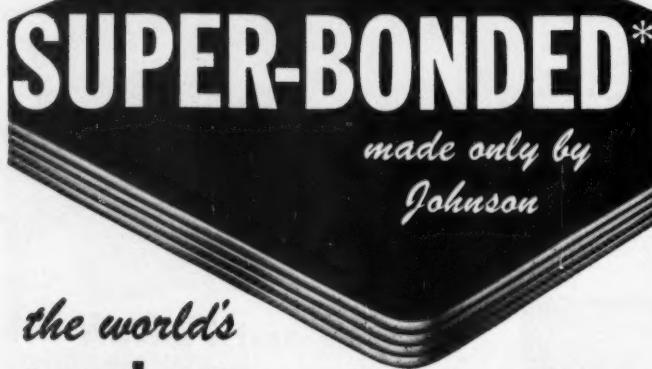
Interior Color Suggestions for Schools. The Devoe & Raynolds Co., Inc. have

prepared a very helpful booklet of color samples suggested for painting school areas such as corridors, classrooms, auditorium, library, lunchroom, offices, teacher's rooms, gymnasium, etc. Each color scheme is coordinated for ceiling, sidewall and dado or base. DEVOE & RAYNOLDS CO., INC., 44 and 1 Avenue, New York, N. Y.

SE-337 Nuclear Instruments

Condensed Catalog. Nuclear's latest instruments and radiochemicals for radioisotope applications in the medical, research, and educational fields are described in this new catalog. A number of brand new instruments are featured. NUCLEAR INSTRUMFT & CHEMICAL CORP., 223 W. Erie St., Chicago 10, Ill.

SE-66



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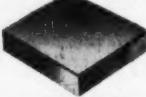
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SE-338 Power Tools

Catalog No. 52. Power tools for cutting, shaping, drilling and finishing wood, metal, fibre, and plastics has just been published by Boice-Crane Co. Intermediate capacity band saws, contour saws, band filers, drill presses, tool grinders, jig saws, jointers, lathes, planers, shapers, saw-jointers and belt, drum and spindle sanders are fully described and illustrated. BOICE-CRANE CO., 976 Central Ave., Toledo 6, Ohio.

SE-339 Kindergarten Equipment

Creative Playthings. This guide seeks to interpret and make available the kinds of play and learning equipment which educators deem best for the growing child. Such items as housekeeping playthings, arts and crafts equipment, musical toys, woodworking devices, building blocks, outdoor playground equipment, etc. are illustrated and described. CREATIVE PLAYTHINGS, INC., 5 University Pl., New York 3, N. Y.

SE-340 Scaffolding

Bil-Jax Scaffolding and Equipment. All sorts of maintenance trestles, scaffolding, etc. are shown. There is a basic tower unit from which can be erected structures of great height and unlimited strength. Complete information can be obtained from BIL-JAX, INC., Archbold, Ohio.

SE-341 School Lighting

The Gibson Manufacturing Co. have prepared a four-page folder which shows a suggested layout for a classroom designed to utilize more fully the available daylight. A good deal of essential information on school lighting is included. THE GIBSON MANUFACTURING CO., 1919 Piedmont Circle, N. E., Atlanta, Ga.

SE-342 Steel Cabinets

Penco Steel Cabinet Catalog No. C-200. This catalog presents a complete line of storage wardrobe and combination cabinets in both single-door and double-door types. Also included in the heavy-gauge steel line are desk-high, counter-high and tool cabinets. PENN METAL CORPORATION OF PENNA., 50 Oregon Ave., Philadelphia 48, Pa.

SE-343 Door-Frame-Hardware Units

Fenestra Hollow Metal Doors, Swing and Slide. 16 pages. This catalog is well illustrated with pictures of the types and sizes of Door-Frame-Hardware units in the Fenestra line. DETROIT STEEL PRODUCTS CO., 3305 Griffin St., Detroit 11, Mich.

SE-344 Mass Feeding Unit

A new piece of literature has just been issued which describes a vacuum insulated AerVoid Carrier equipped with an agitator that dispenses soup through a faucet, an item that should be important in the school kitchen. VACUUM CAN CO., 19 South Hoyne Ave., Chicago 12, Ill.

SE-345 Heating, Air Conditioning Control Panel

Bulletin F 5265. This bulletin outlines a technique for use in designing economical automatic electric control installations for heating and air conditioning systems. BARBER-COLMAN CO., Rockford, Ill.



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R-12

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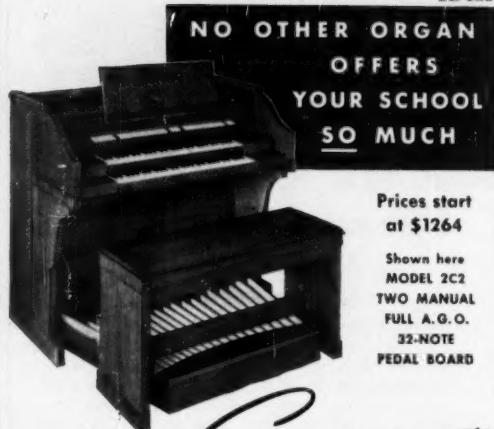
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SE-130

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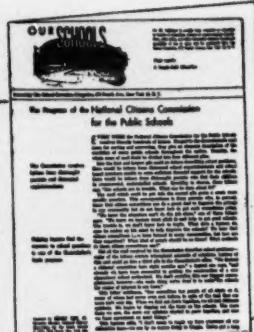
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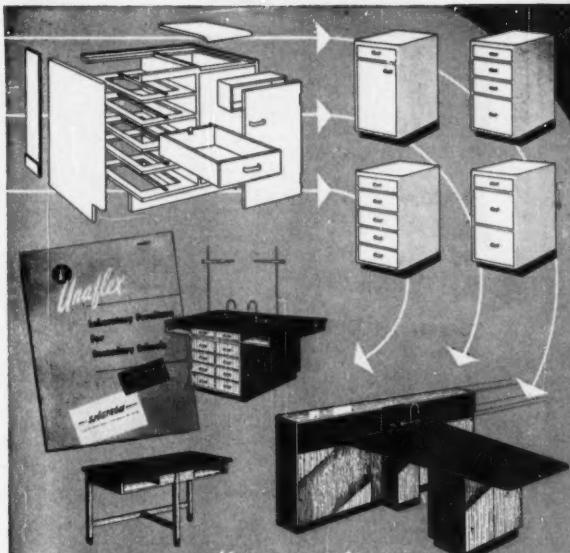
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SE-147



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SE-148



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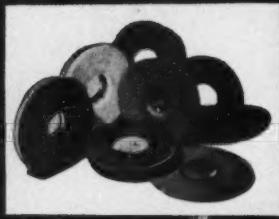


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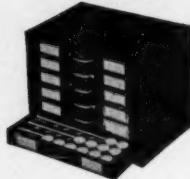
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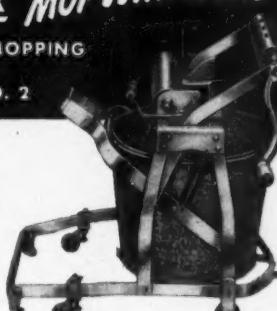
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SE-154



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Hot Liquids



SE-155

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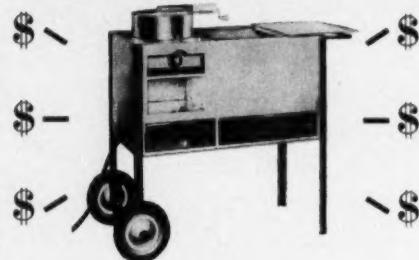
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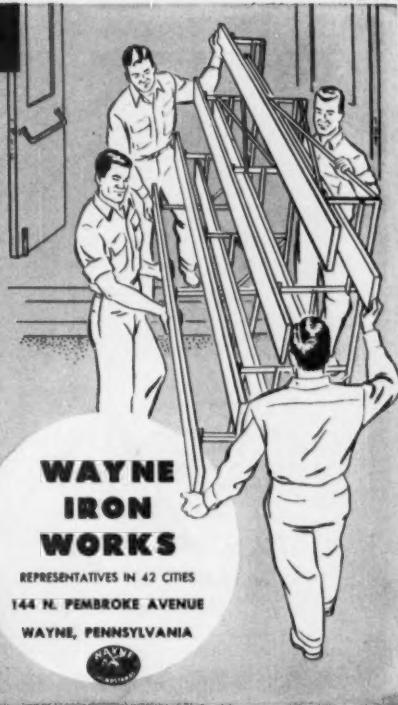
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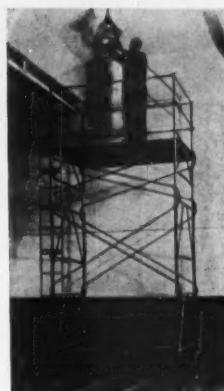
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School Equipment Index—September, 1952

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If further information concerning any of these products is desired, it will be sent without charge or obligation. Simply circle the identifying numbers on the back of the business reply card below and mail it to us.

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4	Wearever Aluminum Cooking Utensils
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6	IBM Electric Typewriters
7	Guth School Lighting Fixtures
8	Multi-Clean Floor Maintenance Method
9	Wakefield Fluorescent Lamps
10	American City Bureau Fund-Raising Campaigns
11	Medart Steel Lockers
12	Solar-Sturges Waste Receptacle
13	Herman Nelson Draft/Stop System of Heating, Ventilating
14	American Desk School Furniture
15	Reeves Portable Bleachers, Grandstands
16	Roddis G-E Textolite Plastics Surfacing
17	Hillyard Floor Treatments
18	American Type Founders Graphic Arts Department Equipment
19	Oneida School Coach
20	Sanymetal Toilet Compartments
21	Ditto Duplicators
22	Royal Typewriters
23	American Seating Folding Chairs
25	Johns-Manville Acoustical Ceiling
26	American Cyanamid Melmac Dinnerware
27	NEMA Food Freezers
28	Schieber In-Wall Folding Table, Bench Unit
29	West Floor Maintenance Products
30	Celotex Sound Conditioning
31	National 16mm Carbon Arc
32	Trane Unit Ventilators
33	Singer Sewing and Cutting Table
34	Heinz Condensed Soups
35	N. Y. Book Silicate Nu-Rite Glass Crayon Boards
36	Shwayder Samson Folding Chairs
37	Norris Milk Dispensers
38	RCA 16mm Magnetic Recorder-Projector
39	Michaels Exhibit Cases
40	Skilsaw Belt Sanders
41	American Optical Projectors
42	NEMA Electric Ranges
43	Colonial Combination Sink, Work Counter, Storage Area
44	Kimble Glass Insulux Glass Block
45	Tennant Floor Machines
46	Curtis Light, Sound Control
47	Universal Dishwashers
48	Revere Tape Recorders
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50	Rowles Desk & Chair Unit
51	Master Padlocks
52	Keystone Reading-Readiness Slides
53	Bennett Waste Receptacles
54	Irwin Deaks, Chairs
55	Remington Rand Library Planning Booklets
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78	Bell & Howell Recording Projector
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87	Griggs School Seating

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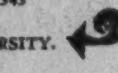
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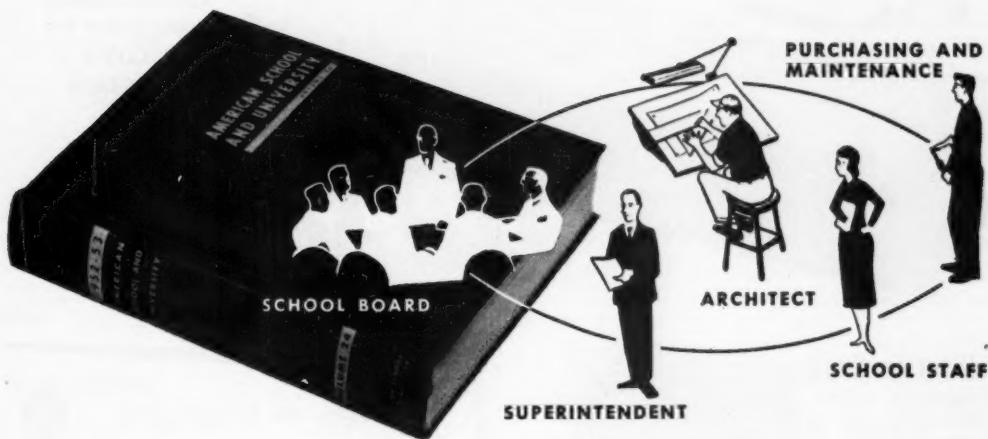


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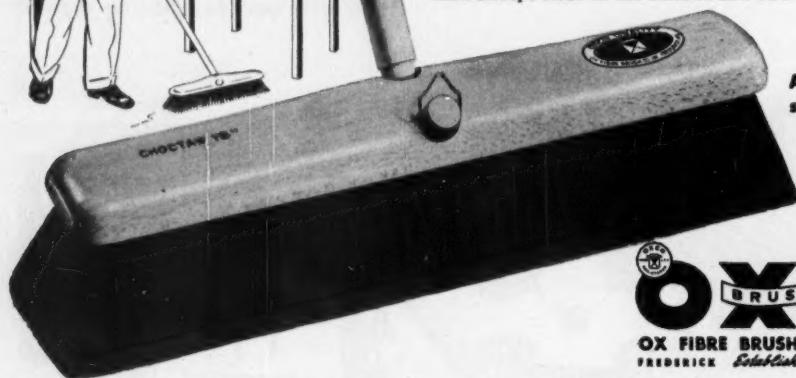
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THE PARTS
AND
PUT THEM
IN PLACE"**

PLAYTIME portable RISER

It's just that easy with a Playtime Portable Riser . . . no bolts or latches to fuss with . . . no tools to look for . . . no small parts to misplace.

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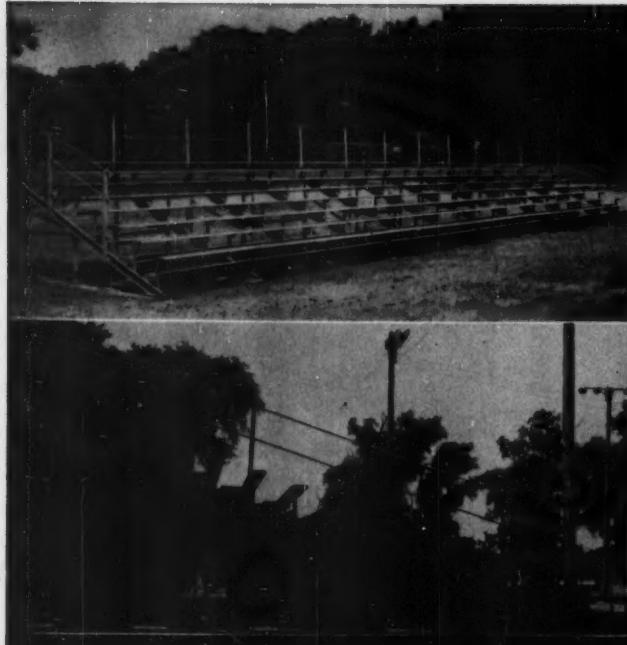
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SE-178

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**SAVE TIME
CUT COSTS**

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Precision Construction for
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Fig. 990-GT. A light weight single hand truck for crowded quarters. Tray size 16" x 23½", 5" deep. Equipped with rubber hand grip and rubber bumper at opposite end. Smooth running rubber tired wheels and casters.

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Many other Nutting models available.

Write for Bulletin No. 50-SH.



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3. Constructed of tested airplane spruce throughout, reinforced



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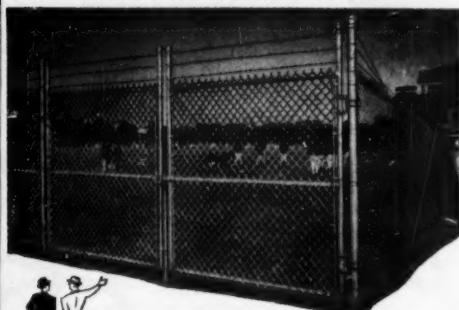
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PRODUCT OF PAGE STEEL & WIRE DIVISION OF AMERICAN CHAIN & CABLE COMPANY, INC.

SE-180

SE-182

New!

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CHAIR DESK

- STRONGER • MORE DURABLE • MORE COMFORTABLE
- DESIGNED TO PROMOTE CORRECT SCHOOL POSTURE
- MODERN IN APPEARANCE • AVAILABLE IN
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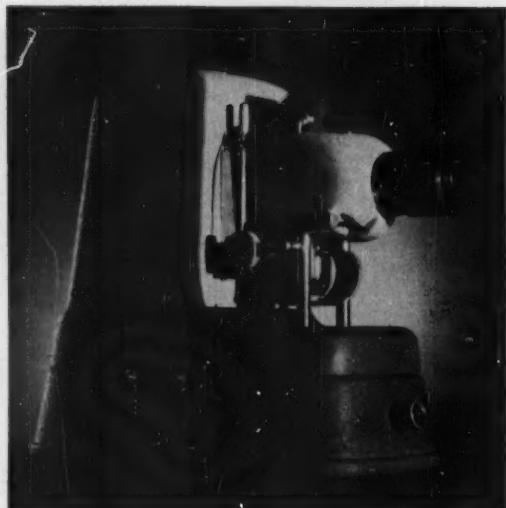
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New Standard 500C Projector, complete with New-type Lift-Off, Fitted Carrying Case with Push-in power Cord Receiver

\$114⁸⁰

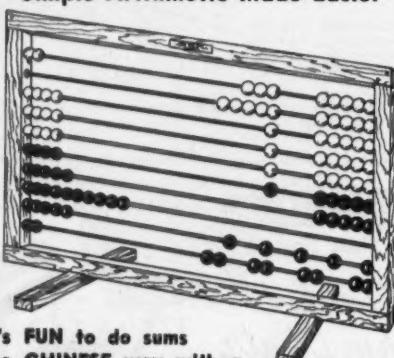
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for:

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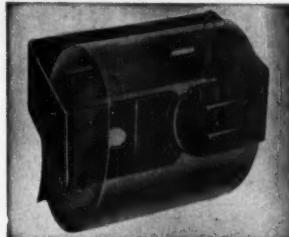
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AUTOMATIC LOCK

End seating, giving more leg room; double brace; steel channel apron; plastic edge; only some of the many advantages of the Midwest Pedestal Leg Folding Table.

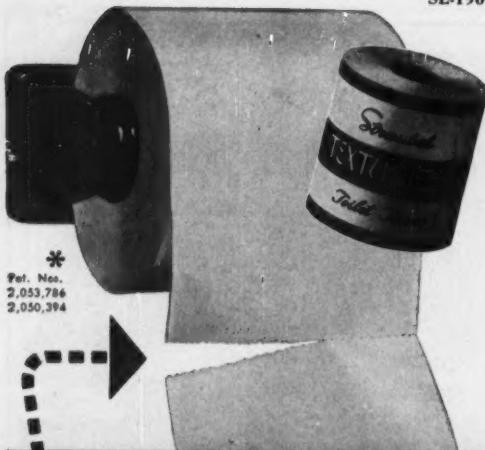
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Rotating dial combination padlock...Master-charted control



P-570
Master-Keyed combination padlock with the unique Dudley key that gives you extra security

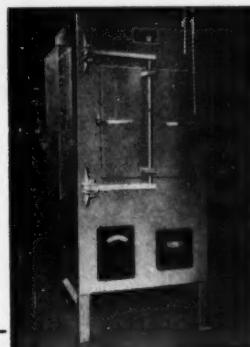
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This is not flimsy hobby equipment. It is full-fledged school equipment built to the same heavy-duty quality standards of kilns used by industry.

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SAYS:
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A COMPLETE LINE OF FLOOR CLEANING EQUIPMENT

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**DELIVERY
NOW!**
**SJÖSTRÖM
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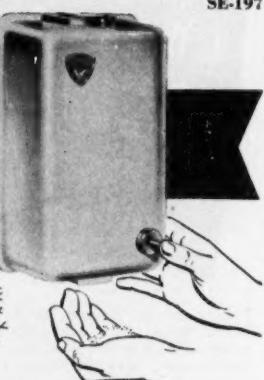
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SE-400

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Accommodates 50
in 5 feet!



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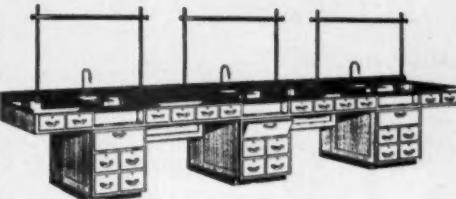


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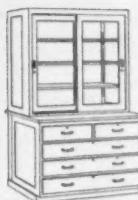
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SE-402

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AMERICAN BRATTICE CLOTH CORP.

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THESE NEW VERSATILE
Steel Folding Legs
 MAKE TABLES, PLATFORMS,
 WORK BENCHES, ETC.



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DINING TABLE

AUXILIARY DESK

Now . . . save 40% and more . . . have your own maintenance men make tables, auxiliary desks, etc., quickly and easily for every school use . . . by attaching sturdy Atlas Folding Legs to wood, plywood, masonite, etc. Electrically-welded legs support over 1000 lbs., fold easily for storage, lock into position when opened. Screws, simple instructions included.

ALSO USE AS REPLACEMENT LEGS FOR OLD TABLES, ETC.

HEIGHTS: 26"-30"-34"
 Matching Bench Legs Available

Sample set

\$9.95

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SE-404

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Johnson & Johnson

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the stop watch of
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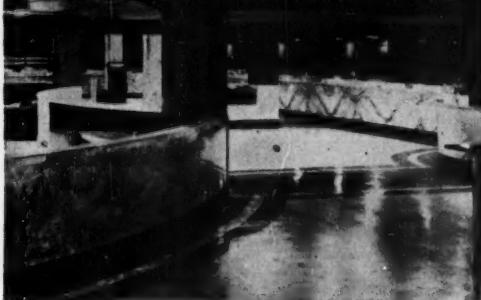
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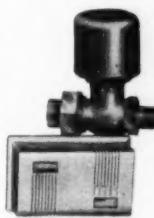
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